



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Wednesday, August 19, 2026
SPCC-Governor's Room, 600 S. 5th St., Saint Peter, MN
56082
5:00 PM

I. Call Meeting to Order	
II. Pledge of Allegiance	
III. Consideration and Adoption of the Agenda	
IV. Consider Requests to Speak on the Agenda	
V. Approval of Consent Agenda Items	3
VI. Student Spotlight / Student Council Report	
1. Student Spotlight - N/A	
2. Student Council Report - N/A	
VII. Action Items	
1. Consider a Resolution to Accept Gifts, Donations, and Grants	54
2. Consider Approval of Changes to the 2026-2027 Student Handbooks	59
3. Consider Approval of Changes to the 2026-2027 Crisis Management Plan	328
4. Consider Approval of Changes to the Mobile Device Handbook	423
5. Consider Approval of Adult Meal and Second Entrée Prices for 2026-2027	438
6. Consider Approval of the Verizon Lease Agreement	440
7. Consider Policies for Approval with a Single Reading	444
8. Consider Approval of Assigning TIF Funds to North HVAC and District Wide Roofing Projects Fund	457
VIII. Information Items	
1. First Reading of Revisions to the Policy Manual	458
2. Buildings and Grounds Update	464
IX. Reports	
1. Building Principals	
2. Superintendent of Schools	
3. Board Members -	
a. Around the Table	
4. Board Committee Updates -	
a. Education Committee	
b. Business Committee	
c. Policy Committee	
d. HR Committee	
e. Shared Programs Committee	
X. Upcoming Meetings of the School Board	
• Business Committee Meeting: September 9, 2026, at 10:00 AM (DO)	
• Policy Committee Meeting: September 9, 2026, at 4:00 PM (DO)	

- **Education Committee Meeting:** September 10, 2026, at 1:00 PM (DO)
- **Regular School Board Meeting:** September 16, 2026, at 5:00 PM (City Hall)

XI. Adjournment

"In the event that this meeting is canceled due to inclement weather, it will be held on the next business day at the same time and place, unless a quorum of the board is not available."



ADDENDUM

Regular Board Meeting Wednesday, August 19, 2026 SPCC-Governor's Room 5:00 PM

V. CONSENT AGENDA

1. Approval of the Regular Board Meeting minutes of July 15, 2026.
2. Approval of Bills and Wire Transfers (\$6,116,742.56) for July 2026.
3. Approval of the Agreements for the following positions:
 - a. Behavior Support Assistants
 - b. Reading Support Assistants
 - c. Part-time School Nurse
4. Personnel Updates
 - a. Please see the attached document



Saint Peter Public Schools

Regular School Board Meeting Minutes

Date: Wednesday, July 15, 2026

Location: Saint Peter Community Center – Governor's Room

Attendance:

- Members Present: Charlie Potts, Ken Rossow, Tracy Stuewe and Drew Dixon
- Members Absent: Rita Rassbach, Bill Kautt and Kate Martens
- Others Present: Jon Graff, Megan Gracia, Shea Roehrkasse, Seth Putz and Kimberley Deming

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1. Call to Order & Agenda Approval

- **Call to Order:** Chair Potts called the meeting to order at 5:02 p.m.
- **Approval of Agenda:** A motion was made by Dixon, seconded by Stuewe, to adopt the agenda as presented. The motion carried unanimously by the members present.

2. Consent Agenda

The consent agenda items listed below were approved on a motion by Rossow, seconded by Dixon. The motion carried unanimously by the members present.

- **Minutes:**
 - Approval of the Special Board Meeting minutes of June 10, 2026.
 - Approval of the Regular Board Meeting minutes of June 10, 2026.
 - Approval of the Special Board Meeting minutes of June 30, 2026.
- **Bills & Wire Transfers:**
 - Approval of payments totaling \$4,194,431.83 for June 2026.
- **Personnel Changes:**
 - Hiring: Approval of the hiring of David KelseyBassett, Ellen Davis, Julie Gault, Devyn Welp, Avyn Myhra, Connor Holicky, Ryker Ebert, Maverick Ingles, Claire Davis, Chloe Prom, Addison Landsom, Annika Ward, Magnus Soderlund, Katherine Gurrola, Cole Helgeson, Cassie Flynn, Hector Aguilar, Jacob Goebel, Elizabeth Day, Elizabeth Cosgrove and Makena Rohlfing.
 - Resignations: Acceptance of resignations from Sidney Arroyo, Will Fisichenich, Ana Garza, Nicole Ruhland, Josaphine Gaffaney, Joseph Delacruz, Michael Myhra and Missy Terpstra.
 - Transfers: Approval of transfers for Adam Marsh, Jody Fisichenich, Jennifer Lee and Rebecca Thurston.

3. Action Items

- **Approval of Resolution Accepting Donations:** There were no gifts, donations or grants to report this month.

- **Update to HomeTown Bank Student Activities Account Signer:** Saint Peter High Schools Activity accounts are held by HomeTown Bank of Saint Peter. A motion was made by Stuewe to approve Ellen Davis, Activities Department Administrative Assistant, as an authorized signer on the HomeTown Bank accounts. The motion also included removing Zoe Sindelir as a signer on the accounts. The motion was seconded by Rossow and carried unanimously by the members present.
- **Approval of Superintendent Graff to be the designated IOWA for SPPS:** Member Stuewe moved to approve the resolution appointing Superintendent Jon Graff to be the Identified Official with Authority (IOWA) for Saint Peter Public Schools. Member Dixon seconded the motion. Following a roll call vote, the resolution passed 4-0 (with three members absent).
 - *Voting Yes:* Rossow, Stuewe, Potts and Dixon
 - *Voting No:* None
 - *Absent:* Rassbach, Kautt and Martens
- **Approval of FY28 10-Year Long-Term Facilities Maintenance Plan:** On an annual basis, school districts are required to pass and submit a 10-year Long-Term Facilities Maintenance (LTFM) Plan to the Minnesota Department of Education. Member Rossow made a motion, seconded by Dixon, to approve the resolution for the FY28 10-Year LTFM Revenue Plan as presented by Business Manager Megan Gracia. Following a roll call vote, the resolution passed 4-0 (with three members absent).
 - *Voting Yes:* Rossow, Stuewe, Potts and Dixon
 - *Voting No:* None
 - *Absent:* Rassbach, Kautt and Martens
- **Approval of Superintendent Evaluation Summary:** The school board completed Superintendent Graff's evaluation at a closed meeting on June 10, 2026. A summary from the board indicates that Superintendent Graff demonstrates steady, confident leadership, using a calm, thoughtful approach. The board feels that Dr. Graff has exceptional communication, thorough preparation, and clear vision for St. Peter Public Schools. A motion was made by Stuewe, seconded by Rossow, to approve the Evaluation Summary for Superintendent Graff. The motion carried unanimously by the members present.
- **Approval of Master Agreement with Operations and Maintenance Director:** Superintendent Graff summarized proposed updates to the Operations and Maintenance Director's Agreement, confirming alignment with budget goals set by the School Board Negotiations Committee. Key revisions include a title change from Supervisor to Director, a 4% salary increase, an AFO Certification stipend, VEBA contributions, bereavement leave, and standard contractual clauses for duration and grievance procedures. A motion was made by Dixon, seconded by Rossow, to approve the agreement as presented. The motion carried unanimously by the members present.
- **Approval of the Verizon Lease Agreement:** Superintendent Graff presented the school board with a summary of proposed updates to the Verizon Lease Agreement, which is scheduled for renewal on July 1, 2030. During the discussion, board members raised questions regarding the district's liability in the event of a catastrophic tower failure. To allow time for clarification, Member Dixon proposed tabling the agenda item, and Superintendent Graff agreed to contact Verizon to address the liability questions before the next meeting. The motion carried unanimously by the members present.
- **Declaration of Obsolete and Outdated Equipment:** Rossow made a motion, seconded by Stuewe, to approve the declaration of obsolete and outdated equipment as presented by Superintendent Graff. This process is used on an as-needed basis as

items are removed from the operations of the district. The motion carried unanimously by the members present.

- **Approval of new Music Intern position:** To support rising middle school choir enrollment, the administrative team proposed creating a music intern position through a partnership with Gustavus Adolphus College (GAC). The internship would be awarded through an application process to a student within GAC's Music Education Program. This role will allow the intern to gain valuable experience while assisting with classroom management and differentiated instruction. The intern will receive a stipend of \$800 per semester for this position. Member Dixon moved to approve the Music Intern position, and Member Rossow seconded the motion. The motion carried unanimously by the members present.
- **Approval of three year agreement with Adam's Mechanical:** Superintendent Graff presented a proposal for a three-year contract renewal with Adam's Mechanical to continue serving as the district's HVAC service provider from July 1, 2026, through June 30, 2029. Graff noted that the Business Committee reviewed the terms at its July 8 meeting and recommended board approval. A motion was made by Stuewe, seconded by Dixon, to approve the three-year contract with Adam's Mechanical as presented. The motion carried unanimously by the members present.
- **Approval of Finance Account Signer Updates:** A recommendation to update the authorized signers on specific district bank accounts following the retirement of Finance Accountant Bee Ong was presented by Superintendent Graff. To maintain continuous business operations, it is necessary to remove Bee Ong from the accounts and grant signatory authority to the newly hired Finance Accountant, Melic Thomas. Member Stuewe moved to approve the removal of Bee Ong and the addition of Melic Thomas as an authorized signer on the designated HomeTown Bank, Pioneer Bank, and MSDLAF accounts as presented. The motion was seconded by Member Rossow. The motion carried unanimously by the members present.
- **Policies for Approval in a Single Reading:** Superintendent Graff informed the Board that Policies 101 (Legal Status of the School District), 101.1 (Name of the School District), 102 (Equal Educational Opportunity), 103 (Complaints - Students, Employees, Parents, Other Persons) and 104 (School District Mission and Equity Statements) were reviewed as part of the district's regular policy cycle, and updates include minor or no changes at all. A motion was made by Dixon and seconded by Stuewe to approve these policies with a single reading. The motion carried unanimously by the members present.

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4. Information Items

- Bi-Annual Review of Field Trips - Per the requirements of Policy 610, Superintendent Graff gave a report on district wide field trips that are planned for the 2026-2027 school year.
- Activities Update - Activities Director Shea Roehrkaske presented an informational update highlighting spring activities participation numbers, student awards, and ongoing community engagement efforts. Additionally, Mr. Roehrkaske announced that the district will transition to *BOUND*, a new registration and ticketing platform, starting in the fall.
- Buildings and Grounds update - Operations and Maintenance Director Seth Putz updated the board on current district facility projects. Mr. Putz reported that the high school chiller project remains on schedule for completion prior to the start of the 2026-2027 school year, repairs to the high school parking lot entrance are currently underway, and the Mend the Middle project continues to move forward on schedule and on budget.

5. Reports

- **Superintendent of Schools:** nothing noted
- **Around the Table Updates:** nothing noted
- **Board Committee Updates:** nothing noted

6. Upcoming Meetings

- **Business Committee Meeting:** August 12, 2026, at 10:00 AM (DO)
- **Policy Committee Meeting:** August 12, 2026, at 4:00 PM (DO)
- **Education Committee Meeting:** August 13, 2026, at 1:00 PM (DO)
- **Regular School Board Meeting:** August 19, 2026, at 5:00 PM (Governor's Room)

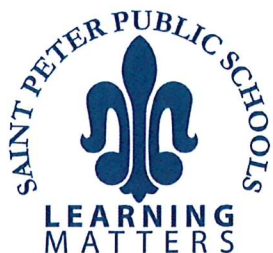
7. Adjournment

A motion was made by Stuewe, seconded by Dixon, to adjourn the meeting at 6:05 p.m. The motion carried unanimously by the members present.

Kate Martens, Board Clerk

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Date Approved: August 19, 2026



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

Date: August 19, 2026

To: Dr. Jon Graff - Superintendent

From: Melic Thomas - Finance Accountant

Monthly Business Office bills & Payroll Amounts:

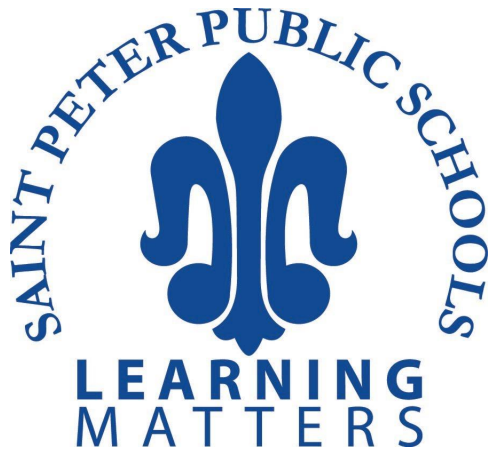
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July 2026 - Business Office checks	\$3,153,934.35
July 2026 - Business Office wire payments	\$1,868,775.53
July 2026 - Payroll	\$1,094,032.68
	\$6,116,742.56

Monthly Student Activity Amounts:

June 2026 - South Elementary	\$2,003.52
June 2026 - North Elementary	\$700.99
June 2026 - Middle School	\$2,423.21
June 2026 - High School	\$34,673.86
	\$39,801.58

St. Peter Public Schools	Jul-26	
Outgoing Wire Payments		
MSDLAF to USBank - 2022 Refunded Bond		
MSDLAF to USBank - 2024 Bond		
BCBS - medicare health	7/21/2026	2,513.00
BCBS - medicare health	7/21/2026	5,683.50
Medicare Blue RX - July	7/1/2026	7,585.00
Medicare Blue RX - August	7/31/2026	7,585.00
Life - July	7/1/2026	2,997.38
Life - August	7/31/2026	3,028.25
LTD - July	7/1/2026	4,214.04
NIS - MN Paid leave premium July	7/1/2026	15,464.42
NIS - MN Paid leave premium - August	7/31/2026	13,355.87
VISA	July	16,617.42
IRS federal payroll taxes	7/15/2026	159,401.15
IRS federal payroll taxes	7/29/2026	5,962.48
IRS federal payroll taxes	7/31/2026	174,375.67
MN state payroll taxes	7/1/2026	43,695.15
MN state payroll taxes	7/13/2026	135.00
MN state payroll taxes	7/16/2026	27,499.49
MN state payroll taxes	7/30/2026	1,054.27
MN UI Fund		
PERA payments	7/16/2026	21,612.43
PERA payments	7/29/2026	3,503.18
PERA payments	7/31/2026	22,748.97
TRA payments	7/15/2026	6,490.11
TRA payments	7/16/2026	98,769.89
TRA payments	7/31/2026	113,657.72
Education MN/ESI	7/16/2026	2,112.50
Education MN/ESI	7/31/2026	2,132.50
Horace Mann	7/20/2026	2,901.66
Ameriprise/NBSGroup Bill	7/20/2026	2,425.00
Colonial Life	7/1/2026	2,346.59
Colonial Life	7/6/2026	13,180.20
EyeMed	7/1/2026	1,252.39
Arbiter-Pre fund		
HomeTown - Dental direct debits	7/7/2026	4,337.90
HomeTown - Dental direct debits	7/13/2026	550.36
HomeTown - Dental direct debits	7/13/2026	3,246.61
HomeTown - Dental direct debits	7/20/2026	5,463.49
HomeTown - Dental direct debits	7/21/2026	1,958.32
HomeTown - Dental direct debits	7/27/2026	4,775.04
HomeTown - BCBS debits	7/2/2026	149,321.43
HomeTown - BCBS debits	7/9/2026	41,043.10
HomeTown - BCBS debits	7/16/2026	122,665.72
HomeTown - BCBS debits	7/23/2026	23,650.82
HomeTown - BCBS debits	7/30/2026	33,671.49
HomeTown - Healthiest You	7/3/2026	2,620.25
FNB HSA/VEBA-Medsurety/Matrix Trust	July	691,170.77
	Total Outgoing Wire Payments	1,868,775.53



SAINT PETER PUBLIC SCHOOLS

Agreement

with

BEHAVIOR SUPPORT ASSISTANT

2026-20272025 - 2026

Behavior Support Assistant
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**AGREEMENT WITH THE
BEHAVIOR SUPPORT ASSISTANT
2026-2027~~2025-2026~~**

The School Board shall determine the terms and conditions of employment for the position of Behavior Support Assistant.

HOURS AND DUTY DAYS

1. The Behavior Support Assistant is an hourly employee. The work year shall consist of 174 days at 6.75 hours per day during the regular school year.

SPECIAL LEAVES

1. Leave of absence, without pay, for personal reasons may be approved by the Special Programs Administrator.

PAID HOLIDAYS

1. Holidays: The following days are recognized as holidays with regular pay if the Behavior Support Assistant is working during the period the holiday occurs:

Thanksgiving Day
Christmas Day
Good Friday
Memorial Day

If a major holiday falls on a Saturday, Friday would be considered the holiday and if the major holiday falls on Sunday, Monday would be considered the holiday. Less than full-time employees shall receive holiday pay on a prorated basis.

SICK LEAVE

1. Sick leave, with pay, shall be allowed by the School District whenever the employee's absence is due to any type of illness, including illness or disability caused or contributed to by pregnancy or childbirth, which has prevented the attendance at work and performance of duties on that day or days.

2. The Behavior Support Assistant shall earn one day (6.75 hours) of sick leave per month. Any fraction of the Behavior Support Assistant's workday will be rounded up to the next higher whole day if more than a half day, and rounded down if less than half a workday. The Behavior Support Assistant, who uses more than his/her allowable sick leave, including any accumulated sick leave that may have accrued, shall have a deduction from pay for an excess sick leave taken that has not been earned. Unused sick leave hours may accumulate to a maximum one thousand two hundred (1,200) hours of sick leave for the Behavior Support Assistant.
3. The superintendent or designee may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the School Board.
4. In the event that a medical certificate will be required, the employee will be so advised.
5. Sick leave allowed shall be deducted from the accrued sick leave days.
6. An employee may use sick leave to cover absences necessitated by the illness or disability of the employee's family member including their adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent or stepparent. Sick leave for family members can be used on the same terms for which an employee is able to use sick leave for their own needs.
7. Sick leave pay shall be approved only upon submission of a signed request upon the authorized sick leave form available at the administrator's office and the district office.
8. Any personnel unable to perform duties of employment because of pregnancy or any medical complications of pregnancy, childbirth, or recovery therefrom, may begin leave upon certification from the attending physician that the person is unable to perform such duties, or upon agreement by said personnel and the Special Programs Administrator that leave should be commenced, and the personnel shall be entitled to sick leave without loss of pay to the extent provided by the above. Leave in excess of unused sick leave credit of such personnel shall be treated as a leave of absence without pay during the period such personnel is unable to work due to the pregnancy or any medical complication of pregnancy, childbirth, or recovery therefrom.

EARNED SAFE AND SICK TIME (ESST)

1. The Behavior Support Assistant shall earn, use, and accumulate 48 hours of ESST in conformance with the School District's Employment Policies and Minnesota Statutes. ESST may accumulate to a maximum of 80 hours.

CHILD CARE LEAVE

1. Use: A child care leave may be granted by the School District, subject to the provisions of this section, to an employee-parent following the birth and first year care of a child , adoption or foster placement of a child, provided such employee-parent is caring for the child on a full-time basis.
2. Request: An employee making an application for child care leave shall inform the Superintendent in writing of the request to take the leave at least three (3) calendar months before commencement of the intended leave.
3. Medical Statement: An employee may be asked to provide, at the time of the leave application, a statement from the attending physician indicating the expected date of delivery.
4. Date of Leave: The School District may adjust the proposed beginning or ending date of a child care leave so that the dates of the leave coincide with some natural break in the school year – i.e., winter vacation, spring vacation, semester or quarter break, end of a grading period, end of the school year, or the like. The availability of a substitute may also be considered by the School Board in the granting of a child care leave or its duration.
5. Duration: In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:
 - (1.) grant any leave more than twelve (12) months in duration;
 - (2.) permit the employee to return to employment prior to the date designated in the request for child care leave.
6. Reinstatement: An employee returning from child care leave shall be reinstated in a position the employee is qualified unless previously discharged or laid off.

7. Failure to Return: Failure of the employee to return by the date determined under this section shall constitute grounds for termination unless the School Board and the employee mutually agree in writing to an extension in the leave.
8. Group Insurance: An employee on child care leave, is eligible to participate in group insurance programs as governed by the Family & Medical Leave Act. The employee may continue health insurance coverage beyond the Family & Medical Leave Act at their own expense while on child care leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the School District pursuant to this section.
9. Use of Sick Leave While on Child Care Leave: An employee on child care leave may use earned sick leave accrued for the period of time under the Family Medical Leave Act.
10. Salary and Fringe Benefits: Leave under this section beyond the use of accrued sick/personal leave, shall be without pay.

PERSONAL LEAVE

1. The Behavior Support Assistant shall be granted two (2) personal days. Request for a personal leave must be made in writing two days in advance of the absence to the supervising Principal. All leaves must have prior approval.

LIFE INSURANCE

1. The School District shall contribute a sum equal to the premium for a \$50,000 group life insurance policy for each school-year paraprofessional employee of the School District for the term of this contract.

WORKERS' COMPENSATION

1. Upon request of an employee who is absent from work as a result of a compensable injury, while working for the School District, the School District will pay the difference between the compensation received pursuant to the Workers' Compensation Act by the employee and the employee's regular rate of pay to the extension of the employee's earned accrual of sick leave and/or vacation pay. This

paragraph may be effectuated on the delivery of the School District to the employee of a paycheck for said employee's regular rate of pay during the affected period when and after the employee endorses to the district the employee's workers' compensation check or has said amount of workers' compensation check deducted from gross wages on paycheck.

2. Workers' compensation benefits shall not be granted to persons for injuries received while employed by any individual or firm other than the School District.

JURY DUTY

1. When the Behavior Support Assistant is called for jury duty, the Behavior Support Assistant shall submit an absentee card to the Special Programs Administrator indicating the dates served and the amount of the daily compensation which he/she received from the county as juror. This amount will be deducted from the Behavior Support Assistant's wages along with the applicable PERA deduction. This exempts jury duty pay from Social Security, Medicare, PERA and makes it the Behavior Support Assistant's responsibility to report it as miscellaneous income on his/her 1040. Any mileage reimbursement or meal allowance may be retained by the Behavior Support Assistant
2. If the Behavior Support Assistant is summoned or subpoenaed to provide testimony or information to any agency, commission, board, legislative committee, arbitrator, or court, during the regular workday, he/she shall be provided leave with pay for each day or part thereof which the Behavior Support Assistant is required to be absent. The Behavior Support Assistant shall reimburse the School District that compensation, except for mileage reimbursement and meal allowance, which he/she receives for providing such testimony.

EMERGENCY OR SCHOOL CLOSINGS

1. On days when school has been called off prior to the start of the day and when the day will be made up at a future date, the Behavior Support Assistant is not required to work. The Behavior Support Assistant will work on the "make up" day designated by the School District.
2. On days when school has been called off prior to the start of the day and when the day is identified as a "Flexible Learning Day", the Behavior Support Assistant is not

required to work. The Behavior Support Assistant will receive pay for the first two school closings. For additional days, the Behavior Support Assistant shall be allowed to use personal leave or make up the hours with an agreed upon schedule set by the Supervising Principal.

3. On days when school begins late , the Behavior Support Assistant shall report to work accordingly. (i.e. with a two hour late start, the employee would report two hours later than usual)
4. On days when school is dismissed early, the Behavior Support Assistant shall be dismissed at the same time as other staff.

MILEAGE

1. Employees required to use their own automobiles in the performance of their duties shall be reimbursed at the rate established by the Internal Revenue Service, except for travel to and from work. All mileage claims are required to have the pre-approval of the supervising Principal.

SALARY PAYMENT

1. Wages shall be paid twice monthly (15th and last day of month) and all paychecks shall be deposited directly into bank account(s) designated by the Behavior Support Assistant

SALARY SCHEDULE

2025-2026
\$~~26.73~~25.95/hour

Behavior Support Assistant

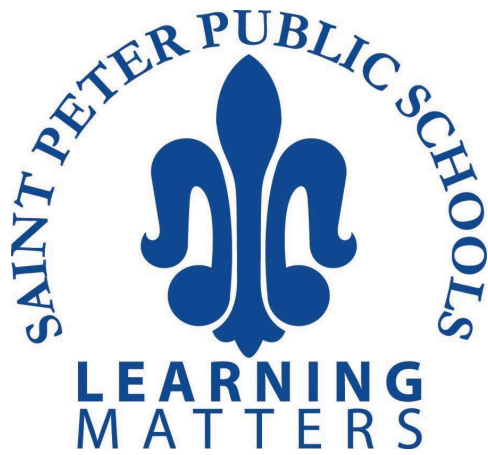
Date

Chairperson of the School Board

Date

Clerk of the School Board

Date



SAINT PETER PUBLIC SCHOOLS

Agreement

with

BEHAVIOR SUPPORT ASSISTANT

2026 - 2027

Behavior Support Assistant
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**AGREEMENT WITH THE
BEHAVIOR SUPPORT ASSISTANT
2026-2027**

The School Board shall determine the terms and conditions of employment for the position of Behavior Support Assistant.

HOURS AND DUTY DAYS

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SPECIAL LEAVES

1. Leave of absence, without pay, for personal reasons may be approved by the Special Programs Administrator.

PAID HOLIDAYS

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Memorial Day

If a major holiday falls on a Saturday, Friday would be considered the holiday and if the major holiday falls on Sunday, Monday would be considered the holiday. Less than full-time employees shall receive holiday pay on a prorated basis.

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1. Sick leave, with pay, shall be allowed by the School District whenever the employee's absence is due to any type of illness, including illness or disability caused or contributed to by pregnancy or childbirth, which has prevented the attendance at work and performance of duties on that day or days.

2. The Behavior Support Assistant shall earn one day (6.75 hours) of sick leave per month. Any fraction of the Behavior Support Assistant's workday will be rounded up to the next higher whole day if more than a half day, and rounded down if less than half a workday. The Behavior Support Assistant, who uses more than his/her allowable sick leave, including any accumulated sick leave that may have accrued, shall have a deduction from pay for an excess sick leave taken that has not been earned. Unused sick leave hours may accumulate to a maximum one thousand two hundred (1,200) hours of sick leave for the Behavior Support Assistant.
3. The superintendent or designee may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the School Board.
4. In the event that a medical certificate will be required, the employee will be so advised.
5. Sick leave allowed shall be deducted from the accrued sick leave days.
6. An employee may use sick leave to cover absences necessitated by the illness or disability of the employee's family member including their adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent or stepparent. Sick leave for family members can be used on the same terms for which an employee is able to use sick leave for their own needs.
7. Sick leave pay shall be approved only upon submission of a signed request upon the authorized sick leave form available at the administrator's office and the district office.
8. Any personnel unable to perform duties of employment because of pregnancy or any medical complications of pregnancy, childbirth, or recovery therefrom, may begin leave upon certification from the attending physician that the person is unable to perform such duties, or upon agreement by said personnel and the Special Programs Administrator that leave should be commenced, and the personnel shall be entitled to sick leave without loss of pay to the extent provided by the above. Leave in excess of unused sick leave credit of such personnel shall be treated as a leave of absence without pay during the period such personnel is unable to work due to the pregnancy or any medical complication of pregnancy, childbirth, or recovery therefrom.

EARNED SAFE AND SICK TIME (ESST)

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2. Request: An employee making an application for child care leave shall inform the Superintendent in writing of the request to take the leave at least three (3) calendar months before commencement of the intended leave.
3. Medical Statement: An employee may be asked to provide, at the time of the leave application, a statement from the attending physician indicating the expected date of delivery.
4. Date of Leave: The School District may adjust the proposed beginning or ending date of a child care leave so that the dates of the leave coincide with some natural break in the school year – i.e., winter vacation, spring vacation, semester or quarter break, end of a grading period, end of the school year, or the like. The availability of a substitute may also be considered by the School Board in the granting of a child care leave or its duration.
5. Duration: In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:
 - (1.) grant any leave more than twelve (12) months in duration;
 - (2.) permit the employee to return to employment prior to the date designated in the request for child care leave.
6. Reinstatement: An employee returning from child care leave shall be reinstated in a position the employee is qualified unless previously discharged or laid off.
7. Failure to Return: Failure of the employee to return by the date determined under this section shall constitute grounds for termination unless the School Board and the employee mutually agree in writing to an extension in the leave.

8. Group Insurance: An employee on child care leave, is eligible to participate in group insurance programs as governed by the Family & Medical Leave Act. The employee may continue health insurance coverage beyond the Family & Medical Leave Act at their own expense while on child care leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the School District pursuant to this section.
9. Use of Sick Leave While on Child Care Leave: An employee on child care leave may use earned sick leave accrued for the period of time under the Family Medical Leave Act.
10. Salary and Fringe Benefits: Leave under this section beyond the use of accrued sick/personal leave, shall be without pay.

PERSONAL LEAVE

1. The Behavior Support Assistant shall be granted two (2) personal days. Request for a personal leave must be made in writing two days in advance of the absence to the supervising Principal. All leaves must have prior approval.

LIFE INSURANCE

1. The School District shall contribute a sum equal to the premium for a \$50,000 group life insurance policy for each school-year paraprofessional employee of the School District for the term of this contract.

WORKERS' COMPENSATION

1. Upon request of an employee who is absent from work as a result of a compensable injury, while working for the School District, the School District will pay the difference between the compensation received pursuant to the Workers' Compensation Act by the employee and the employee's regular rate of pay to the extension of the employee's earned accrual of sick leave and/or vacation pay. This paragraph may be effectuated on the delivery of the School District to the employee of a paycheck for said employee's regular rate of pay during the affected period when and after the employee endorses to the district the employee's

workers' compensation check or has said amount of workers' compensation check deducted from gross wages on paycheck.

2. Workers' compensation benefits shall not be granted to persons for injuries received while employed by any individual or firm other than the School District.

JURY DUTY

1. When the Behavior Support Assistant is called for jury duty, the Behavior Support Assistant shall submit an absentee card to the Special Programs Administrator indicating the dates served and the amount of the daily compensation which he/she received from the county as juror. This amount will be deducted from the Behavior Support Assistant's wages along with the applicable PERA deduction. This exempts jury duty pay from Social Security, Medicare, PERA and makes it the Behavior Support Assistant's responsibility to report it as miscellaneous income on his/her 1040. Any mileage reimbursement or meal allowance may be retained by the Behavior Support Assistant
2. If the Behavior Support Assistant is summoned or subpoenaed to provide testimony or information to any agency, commission, board, legislative committee, arbitrator, or court, during the regular workday, he/she shall be provided leave with pay for each day or part thereof which the Behavior Support Assistant is required to be absent. The Behavior Support Assistant shall reimburse the School District that compensation, except for mileage reimbursement and meal allowance, which he/she receives for providing such testimony.

EMERGENCY OR SCHOOL CLOSINGS

1. On days when school has been called off prior to the start of the day and when the day will be made up at a future date, the Behavior Support Assistant is not required to work. The Behavior Support Assistant will work on the "make up" day designated by the School District.
2. On days when school has been called off prior to the start of the day and when the day is identified as a "Flexible Learning Day", the Behavior Support Assistant is not required to work. The Behavior Support Assistant will receive pay for the first two school closings. For additional days, the Behavior Support Assistant shall be allowed

to use personal leave or make up the hours with an agreed upon schedule set by the Supervising Principal.

3. On days when school begins late , the Behavior Support Assistant shall report to work accordingly. (i.e. with a two hour late start, the employee would report two hours later than usual)
4. On days when school is dismissed early, the Behavior Support Assistant shall be dismissed at the same time as other staff.

MILEAGE

1. Employees required to use their own automobiles in the performance of their duties shall be reimbursed at the rate established by the Internal Revenue Service, except for travel to and from work. All mileage claims are required to have the pre-approval of the supervising Principal.

SALARY PAYMENT

1. Wages shall be paid twice monthly (15th and last day of month) and all paychecks shall be deposited directly into bank account(s) designated by the Behavior Support Assistant

SALARY SCHEDULE

2026-2027
\$26.73/hour

Behavior Support Assistant

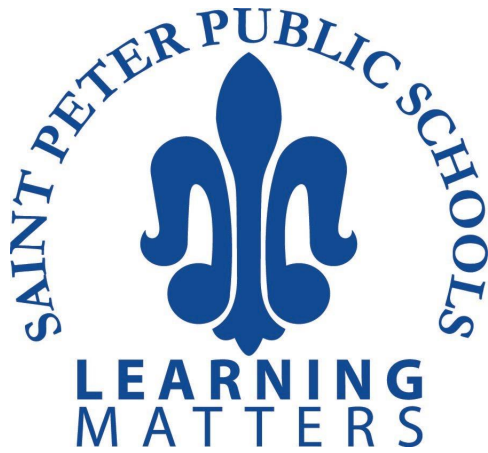
Date

Chairperson of the School Board

Date

Clerk of the School Board

Date



SAINT PETER PUBLIC SCHOOLS

Agreement

with

READING SUPPORT ASSISTANT

2026-20272025 - 2026

Reading Support Assistant
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**AGREEMENT WITH THE
READING SUPPORT ASSISTANT
~~2026-2027~~~~2025-2026~~**

The School Board shall determine the terms and conditions of employment for the position of Reading Support Assistant.

HOURS AND DUTY DAYS

1. The Reading Support Assistant is an hourly employee. The work year shall consist of 174 days at 6.75 hours per day during the regular school year.

SPECIAL LEAVES

1. Leave of absence, without pay, for personal reasons may be approved by the Special Programs Administrator.

PAID HOLIDAYS

1. Holidays: The following days are recognized as holidays with regular pay if the Reading Support Assistant is working during the period the holiday occurs:

Thanksgiving Day
Christmas Day
Good Friday
Memorial Day

If a major holiday falls on a Saturday, Friday would be considered the holiday and if the major holiday falls on Sunday, Monday would be considered the holiday. Less than full-time employees shall receive holiday pay on a prorated basis.

SICK LEAVE

1. Sick leave, with pay, shall be allowed by the School District whenever the employee's absence is due to any type of illness, including illness or disability caused or contributed to by pregnancy or childbirth, which has prevented the attendance at work and performance of duties on that day or days.
2. The Reading Support Assistant shall earn one day (6.75 hours) of sick

leave per month. Any fraction of the Reading Support Assistant's workday will be rounded up to the next higher whole day if more than a half day, and rounded down if less than half a workday. The Reading Support Assistant, who uses more than his/her allowable sick leave, including any accumulated sick leave that may have accrued, shall have a deduction from pay for an excess sick leave taken that has not been earned. Unused sick leave hours may accumulate to a maximum one thousand two hundred (1,200) hours of sick leave for the Reading Support Assistant.

3. The superintendent or designee may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the School Board.
4. In the event that a medical certificate will be required, the employee will be so advised.
5. Sick leave allowed shall be deducted from the accrued sick leave days.
6. An employee may use sick leave to cover absences necessitated by the illness or disability of the employee's family member including their adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent or stepparent. Sick leave for family members can be used on the same terms for which an employee is able to use sick leave for their own needs.
7. Sick leave pay shall be approved only upon submission of a signed request upon the authorized sick leave form available at the administrator's office and the district office.
8. Any personnel unable to perform duties of employment because of pregnancy or any medical complications of pregnancy, childbirth, or recovery therefrom, may begin leave upon certification from the attending physician that the person is unable to perform such duties, or upon agreement by said personnel and the Special Programs Administrator that leave should be commenced, and the personnel shall be entitled to sick leave without loss of pay to the extent provided by the above. Leave in excess of unused sick leave credit of such personnel shall be treated as a leave of absence without pay during the period such personnel is unable to work due to the pregnancy or any medical complication of pregnancy, childbirth, or recovery therefrom.

EARNED SAFE AND SICK TIME (ESST)

1. The Reading Support Assistant shall earn, use, and accumulate 48 hours of ESST in conformance with the School District's Employment Policies and Minnesota Statutes. ESST may accumulate to a maximum of 80 hours.

CHILD CARE LEAVE

1. Use: A child care leave may be granted by the School District, subject to the provisions of this section, to an employee-parent following the birth and first year care of a child, adoption or foster placement of a child, provided such employee-parent is caring for the child on a full-time basis.
2. Request: An employee making an application for child care leave shall inform the Superintendent in writing of the request to take the leave at least three (3) calendar months before commencement of the intended leave.
3. Medical Statement: An employee may be asked to provide, at the time of the leave application, a statement from the attending physician indicating the expected date of delivery.
4. Date of Leave: The School District may adjust the proposed beginning or ending date of a child care leave so that the dates of the leave coincide with some natural break in the school year – i.e., winter vacation, spring vacation, semester or quarter break, end of a grading period, end of the school year, or the like. The availability of a substitute may also be considered by the School Board in the granting of a child care leave or its duration.
5. Duration: In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:
 - (1.) grant any leave more than twelve (12) months in duration;
 - (2.) permit the employee to return to employment prior to the date designated in the request for child care leave.
6. Reinstatement: An employee returning from child care leave shall be reinstated in a position the employee is qualified unless previously discharged or laid off.
7. Failure to Return: Failure of the employee to return by the date determined under this section shall constitute grounds for termination unless the School Board and the employee mutually agree in writing to an extension in the leave.

8. Group Insurance: An employee on child care leave, is eligible to participate in group insurance programs as governed by the Family & Medical Leave Act. The employee may continue health insurance coverage beyond the Family & Medical Leave Act at their own expense while on child care leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the School District pursuant to this section.
9. Use of Sick Leave While on Child Care Leave: An employee on child care leave may use earned sick leave accrued for the period of time under the Family Medical Leave Act.
10. Salary and Fringe Benefits: Leave under this section beyond the use of accrued sick/personal leave, shall be without pay.

PERSONAL LEAVE

1. The Reading Support Assistant shall be granted two (2) personal days. Request for a personal leave must be made in writing two days in advance of the absence to the supervising Principal. All leaves must have prior approval.

LIFE INSURANCE

1. The School District shall contribute a sum equal to the premium for a \$50,000 group life insurance policy for each school-year paraprofessional employee of the School District for the term of this contract.

WORKERS' COMPENSATION

1. Upon request of an employee who is absent from work as a result of a compensable injury, while working for the School District, the School District will pay the difference between the compensation received pursuant to the Workers' Compensation Act by the employee and the employee's regular rate of pay to the extension of the employee's earned accrual of sick leave and/or vacation pay. This paragraph may be effectuated on the delivery of the School District to the employee of a paycheck for said employee's regular rate of pay during the affected period when and after the employee endorses to the district the employee's

workers' compensation check or has said amount of workers' compensation check deducted from gross wages on paycheck.

2. Workers' compensation benefits shall not be granted to persons for injuries received while employed by any individual or firm other than the School District.

JURY DUTY

1. When the Reading Support Assistant is called for jury duty, the Reading Support Assistant shall submit an absentee card to the Special Programs Administrator indicating the dates served and the amount of the daily compensation which he/she received from the county as juror. This amount will be deducted from the Reading Support Assistant's wages along with the applicable PERA deduction. This exempts jury duty pay from Social Security, Medicare, PERA and makes it the Reading Support Assistant's responsibility to report it as miscellaneous income on his/her 1040. Any mileage reimbursement or meal allowance may be retained by the Reading Support Assistant.
2. If the Reading Support Assistant is summoned or subpoenaed to provide testimony or information to any agency, commission, board, legislative committee, arbitrator, or court, during the regular workday, he/she shall be provided leave with pay for each day or part thereof which the Reading Support Assistant is required to be absent. The Reading Support Assistant shall reimburse the School District that compensation, except for mileage reimbursement and meal allowance, which he/she receives for providing such testimony.

EMERGENCY OR SCHOOL CLOSINGS

1. On days when school has been called off prior to the start of the day and when the day will be made up at a future date, the Reading Support Assistant is not required to work. The Reading Support Assistant will work on the "make up" day designated by the School District.
2. On days when school has been called off prior to the start of the day and when the day is identified as a "Flexible Learning Day", the Reading Support Assistant is not required to work. The Reading Support Assistant will receive pay for the first two school closings. For additional days, the Reading Support Assistant shall be allowed

to use personal leave or make up the hours with an agreed upon schedule set by the Supervising Principal.

3. On days when school begins late , the Reading Support Assistant shall report to work accordingly. (i.e. with a two hour late start, the employee would report two hours later than usual)
4. On days when school is dismissed early, the Reading Support Assistant shall be dismissed at the same time as other staff.

MILEAGE

1. Employees required to use their own automobiles in the performance of their duties shall be reimbursed at the rate established by the Internal Revenue Service, except for travel to and from work. All mileage claims are required to have the pre-approval of the supervising Principal.

SALARY PAYMENT

1. Wages shall be paid twice monthly (15th and last day of month) and all paychecks shall be deposited directly into bank account(s) designated by the Reading Support Assistant.

SALARY SCHEDULE

2025-2026
~~\$26.73~~ 25.95/hour

Reading Support Assistant

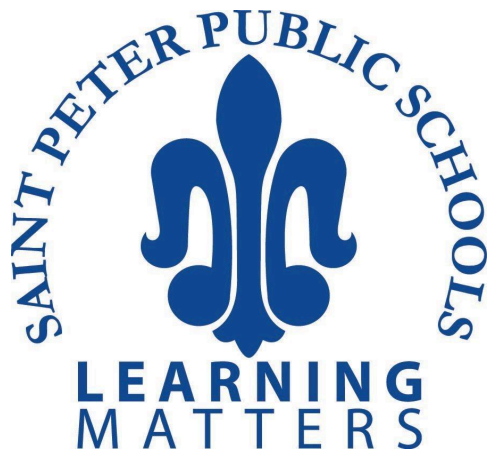
Date

Chairperson of the School Board

Date

Clerk of the School Board

Date



SAINT PETER PUBLIC SCHOOLS

Agreement

with

READING SUPPORT ASSISTANT

2026 - 2027

Reading Support Assistant
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**AGREEMENT WITH THE
READING SUPPORT ASSISTANT
2026-2027**

The School Board shall determine the terms and conditions of employment for the position of Reading Support Assistant.

HOURS AND DUTY DAYS

1. The Reading Support Assistant is an hourly employee. The work year shall consist of 174 days at 6.75 hours per day during the regular school year.

SPECIAL LEAVES

1. Leave of absence, without pay, for personal reasons may be approved by the Special Programs Administrator.

PAID HOLIDAYS

1. Holidays: The following days are recognized as holidays with regular pay if the Reading Support Assistant is working during the period the holiday occurs:

Thanksgiving Day
Christmas Day
Good Friday
Memorial Day

If a major holiday falls on a Saturday, Friday would be considered the holiday and if the major holiday falls on Sunday, Monday would be considered the holiday. Less than full-time employees shall receive holiday pay on a prorated basis.

SICK LEAVE

1. Sick leave, with pay, shall be allowed by the School District whenever the employee's absence is due to any type of illness, including illness or disability caused or contributed to by pregnancy or childbirth, which has prevented the attendance at work and performance of duties on that day or days.
2. The Reading Support Assistant shall earn one day (6.75 hours) of sick leave per

month. Any fraction of the Reading Support Assistant's workday will be rounded up to the next higher whole day if more than a half day, and rounded down if less than half a workday. The Reading Support Assistant, who uses more than his/her allowable sick leave, including any accumulated sick leave that may have accrued, shall have a deduction from pay for an excess sick leave taken that has not been earned. Unused sick leave hours may accumulate to a maximum one thousand two hundred (1,200) hours of sick leave for the Reading Support Assistant.

3. The superintendent or designee may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the School Board.
4. In the event that a medical certificate will be required, the employee will be so advised.
5. Sick leave allowed shall be deducted from the accrued sick leave days.
6. An employee may use sick leave to cover absences necessitated by the illness or disability of the employee's family member including their adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent or stepparent. Sick leave for family members can be used on the same terms for which an employee is able to use sick leave for their own needs.
7. Sick leave pay shall be approved only upon submission of a signed request upon the authorized sick leave form available at the administrator's office and the district office.
8. Any personnel unable to perform duties of employment because of pregnancy or any medical complications of pregnancy, childbirth, or recovery therefrom, may begin leave upon certification from the attending physician that the person is unable to perform such duties, or upon agreement by said personnel and the Special Programs Administrator that leave should be commenced, and the personnel shall be entitled to sick leave without loss of pay to the extent provided by the above. Leave in excess of unused sick leave credit of such personnel shall be treated as a leave of absence without pay during the period such personnel is unable to work due to the pregnancy or any medical complication of pregnancy, childbirth, or recovery therefrom.

EARNED SAFE AND SICK TIME (ESST)

1. The Reading Support Assistant shall earn, use, and accumulate 48 hours of ESST in conformance with the School District's Employment Policies and Minnesota Statutes. ESST may accumulate to a maximum of 80 hours.

CHILD CARE LEAVE

1. Use: A child care leave may be granted by the School District, subject to the provisions of this section, to an employee-parent following the birth and first year care of a child, adoption or foster placement of a child, provided such employee-parent is caring for the child on a full-time basis.
2. Request: An employee making an application for child care leave shall inform the Superintendent in writing of the request to take the leave at least three (3) calendar months before commencement of the intended leave.
3. Medical Statement: An employee may be asked to provide, at the time of the leave application, a statement from the attending physician indicating the expected date of delivery.
4. Date of Leave: The School District may adjust the proposed beginning or ending date of a child care leave so that the dates of the leave coincide with some natural break in the school year – i.e., winter vacation, spring vacation, semester or quarter break, end of a grading period, end of the school year, or the like. The availability of a substitute may also be considered by the School Board in the granting of a child care leave or its duration.
5. Duration: In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:
 - (1.) grant any leave more than twelve (12) months in duration;
 - (2.) permit the employee to return to employment prior to the date designated in the request for child care leave.
6. Reinstatement: An employee returning from child care leave shall be reinstated in a position the employee is qualified unless previously discharged or laid off.
7. Failure to Return: Failure of the employee to return by the date determined under this section shall constitute grounds for termination unless the School Board and the employee mutually agree in writing to an extension in the leave.

8. Group Insurance: An employee on child care leave, is eligible to participate in group insurance programs as governed by the Family & Medical Leave Act. The employee may continue health insurance coverage beyond the Family & Medical Leave Act at their own expense while on child care leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the School District pursuant to this section.
9. Use of Sick Leave While on Child Care Leave: An employee on child care leave may use earned sick leave accrued for the period of time under the Family Medical Leave Act.
10. Salary and Fringe Benefits: Leave under this section beyond the use of accrued sick/personal leave, shall be without pay.

PERSONAL LEAVE

1. The Reading Support Assistant shall be granted two (2) personal days. Request for a personal leave must be made in writing two days in advance of the absence to the supervising Principal. All leaves must have prior approval.

LIFE INSURANCE

1. The School District shall contribute a sum equal to the premium for a \$50,000 group life insurance policy for each school-year paraprofessional employee of the School District for the term of this contract.

WORKERS' COMPENSATION

1. Upon request of an employee who is absent from work as a result of a compensable injury, while working for the School District, the School District will pay the difference between the compensation received pursuant to the Workers' Compensation Act by the employee and the employee's regular rate of pay to the extension of the employee's earned accrual of sick leave and/or vacation pay. This paragraph may be effectuated on the delivery of the School District to the employee of a paycheck for said employee's regular rate of pay during the affected period when and after the employee endorses to the district the employee's

workers' compensation check or has said amount of workers' compensation check deducted from gross wages on paycheck.

2. Workers' compensation benefits shall not be granted to persons for injuries received while employed by any individual or firm other than the School District.

JURY DUTY

1. When the Reading Support Assistant is called for jury duty, the Reading Support Assistant shall submit an absentee card to the Special Programs Administrator indicating the dates served and the amount of the daily compensation which he/she received from the county as juror. This amount will be deducted from the Reading Support Assistant's wages along with the applicable PERA deduction. This exempts jury duty pay from Social Security, Medicare, PERA and makes it the Reading Support Assistant's responsibility to report it as miscellaneous income on his/her 1040. Any mileage reimbursement or meal allowance may be retained by the Reading Support Assistant.
2. If the Reading Support Assistant is summoned or subpoenaed to provide testimony or information to any agency, commission, board, legislative committee, arbitrator, or court, during the regular workday, he/she shall be provided leave with pay for each day or part thereof which the Reading Support Assistant is required to be absent. The Reading Support Assistant shall reimburse the School District that compensation, except for mileage reimbursement and meal allowance, which he/she receives for providing such testimony.

EMERGENCY OR SCHOOL CLOSINGS

1. On days when school has been called off prior to the start of the day and when the day will be made up at a future date, the Reading Support Assistant is not required to work. The Reading Support Assistant will work on the "make up" day designated by the School District.
2. On days when school has been called off prior to the start of the day and when the day is identified as a "Flexible Learning Day", the Reading Support Assistant is not required to work. The Reading Support Assistant will receive pay for the first two school closings. For additional days, the Reading Support Assistant shall be allowed

to use personal leave or make up the hours with an agreed upon schedule set by the Supervising Principal.

3. On days when school begins late , the Reading Support Assistant shall report to work accordingly. (i.e. with a two hour late start, the employee would report two hours later than usual)
4. On days when school is dismissed early, the Reading Support Assistant shall be dismissed at the same time as other staff.

MILEAGE

1. Employees required to use their own automobiles in the performance of their duties shall be reimbursed at the rate established by the Internal Revenue Service, except for travel to and from work. All mileage claims are required to have the pre-approval of the supervising Principal.

SALARY PAYMENT

1. Wages shall be paid twice monthly (15th and last day of month) and all paychecks shall be deposited directly into bank account(s) designated by the Reading Support Assistant.

SALARY SCHEDULE

2026-2027
\$26.73/hour

 Reading Support Assistant

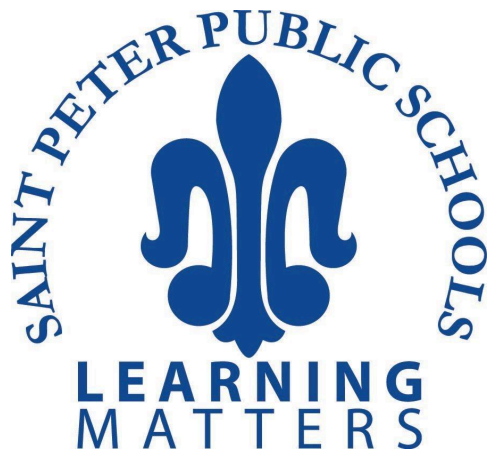
 Date

 Chairperson of the School Board

 Date

 Clerk of the School Board

 Date



SAINT PETER PUBLIC SCHOOLS

Agreement

with

Registered Nurse

2026 - 2027

Registered Nurse
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**AGREEMENT WITH THE
Registered Nurse
2026-2027**

The School Board shall determine the terms and conditions of employment for the position of Registered Nurse.

HOURS AND DUTY DAYS

1. The Registered Nurse is an hourly employee. The work year shall consist of 185 days at 4.75 hours per day during the regular school year.

SPECIAL LEAVES

1. Leave of absence, without pay, for personal reasons may be approved by the Special Programs Administrator.

PAID HOLIDAYS

1. Holidays: The following days are recognized as holidays with regular pay if the Registered Nurse is working during the period the holiday occurs:

Thanksgiving Day
Christmas Day
Good Friday
Memorial Day

If a major holiday falls on a Saturday, Friday would be considered the holiday and if the major holiday falls on Sunday, Monday would be considered the holiday. Less than full-time employees shall receive holiday pay on a prorated basis.

SICK LEAVE

1. Sick leave, with pay, shall be allowed by the School District whenever the employee's absence is due to any type of illness, including illness or disability caused or contributed to by pregnancy or childbirth, which has prevented the attendance at work and performance of duties on that day or days.

2. The Registered Nurse shall earn one day (4.75 hours) of sick leave per month. Any fraction of the Registered Nurse's workday will be rounded up to the next higher whole day if more than a half day, and rounded down if less than half a workday. The Registered Nurse, who uses more than his/her allowable sick leave, including any accumulated sick leave that may have accrued, shall have a deduction from pay for an excess sick leave taken that has not been earned. Unused sick leave hours may accumulate to a maximum one thousand two hundred (1,200) hours of sick leave for the Registered Nurse.
3. The superintendent or designee may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the School Board.
4. In the event that a medical certificate will be required, the employee will be so advised.
5. Sick leave allowed shall be deducted from the accrued sick leave days.
6. An employee may use sick leave to cover absences necessitated by the illness or disability of the employee's family member including their adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent or stepparent. Sick leave for family members can be used on the same terms for which an employee is able to use sick leave for their own needs.
7. Sick leave pay shall be approved only upon submission of a signed request upon the authorized sick leave form available at the administrator's office and the district office.
8. Any personnel unable to perform duties of employment because of pregnancy or any medical complications of pregnancy, childbirth, or recovery therefrom, may begin leave upon certification from the attending physician that the person is unable to perform such duties, or upon agreement by said personnel and the Special Programs Administrator that leave should be commenced, and the personnel shall be entitled to sick leave without loss of pay to the extent provided by the above. Leave in excess of unused sick leave credit of such personnel shall be treated as a leave of absence without pay during the period such personnel is unable to work due to the pregnancy or any medical complication of pregnancy, childbirth, or recovery therefrom.

EARNED SAFE AND SICK TIME (ESST)

1. The Registered Nurse shall earn, use, and accumulate 48 hours of ESST in conformance with the School District's Employment Policies and Minnesota Statutes. ESST may accumulate to a maximum of 80 hours.

CHILD CARE LEAVE

1. Use: A child care leave may be granted by the School District, subject to the provisions of this section, to an employee-parent following the birth and first year care of a child, adoption or foster placement of a child, provided such employee-parent is caring for the child on a full-time basis.
2. Request: An employee making an application for child care leave shall inform the Superintendent in writing of the request to take the leave at least three (3) calendar months before commencement of the intended leave.
3. Medical Statement: An employee may be asked to provide, at the time of the leave application, a statement from the attending physician indicating the expected date of delivery.
4. Date of Leave: The School District may adjust the proposed beginning or ending date of a child care leave so that the dates of the leave coincide with some natural break in the school year – i.e., winter vacation, spring vacation, semester or quarter break, end of a grading period, end of the school year, or the like. The availability of a substitute may also be considered by the School Board in the granting of a child care leave or its duration.
5. Duration: In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:
 - (1.) grant any leave more than twelve (12) months in duration;
 - (2.) permit the employee to return to employment prior to the date designated in the request for child care leave.
6. Reinstatement: An employee returning from child care leave shall be reinstated in a position the employee is qualified unless previously discharged or laid off.
7. Failure to Return: Failure of the employee to return by the date determined under this section shall constitute grounds for termination unless the School Board and the employee mutually agree in writing to an extension in the leave.

8. Group Insurance: An employee on child care leave, is eligible to participate in group insurance programs as governed by the Family & Medical Leave Act. The employee may continue health insurance coverage beyond the Family & Medical Leave Act at their own expense while on child care leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the School District pursuant to this section.
9. Use of Sick Leave While on Child Care Leave: An employee on child care leave may use earned sick leave accrued for the period of time under the Family Medical Leave Act.
10. Salary and Fringe Benefits: Leave under this section beyond the use of accrued sick/personal leave, shall be without pay.

PERSONAL LEAVE

1. The Registered Nurse shall be granted two (2) personal days. Request for a personal leave must be made in writing two days in advance of the absence to the supervising Principal. All leaves must have prior approval.

LIFE INSURANCE

1. The School District shall contribute a sum equal to the premium for a \$50,000 group life insurance policy for each school-year paraprofessional employee of the School District for the term of this contract.

WORKERS' COMPENSATION

1. Upon request of an employee who is absent from work as a result of a compensable injury, while working for the School District, the School District will pay the difference between the compensation received pursuant to the Workers' Compensation Act by the employee and the employee's regular rate of pay to the extension of the employee's earned accrual of sick leave and/or vacation pay. This paragraph may be effectuated on the delivery of the School District to the employee of a paycheck for said employee's regular rate of pay during the affected period when and after the employee endorses to the district the employee's

workers' compensation check or has said amount of workers' compensation check deducted from gross wages on paycheck.

2. Workers' compensation benefits shall not be granted to persons for injuries received while employed by any individual or firm other than the School District.

JURY DUTY

1. When the Registered Nurse is called for jury duty, the Registered Nurse shall submit an absentee card to the Special Programs Administrator indicating the dates served and the amount of the daily compensation which he/she received from the county as juror. This amount will be deducted from the Registered Nurse's wages along with the applicable PERA deduction. This exempts jury duty pay from Social Security, Medicare, PERA and makes it the Registered Nurses's responsibility to report it as miscellaneous income on his/her 1040. Any mileage reimbursement or meal allowance may be retained by the Registered Nurse
2. If the Registered Nurse is summoned or subpoenaed to provide testimony or information to any agency, commission, board, legislative committee, arbitrator, or court, during the regular workday, he/she shall be provided leave with pay for each day or part thereof which the Registered Nurse is required to be absent. The Registered Nurse shall reimburse the School District that compensation, except for mileage reimbursement and meal allowance, which he/she receives for providing such testimony.

EMERGENCY OR SCHOOL CLOSINGS

1. On days when school has been called off prior to the start of the day and when the day will be made up at a future date, the Registered Nurse is not required to work. The Registered Nurse will work on the "make up" day designated by the School District.
2. On days when school has been called off prior to the start of the day and when the day is identified as a "Flexible Learning Day", the Registered Nurse is not required to work. The Registered Nurse will receive pay for the first two school closings. For additional days, the Registered Nurse shall be allowed to use personal leave or make up the hours with an agreed upon schedule set by the Supervising Principal.

3. On days when school begins late , the Registered Nurse shall report to work accordingly. (i.e. with a two hour late start, the employee would report two hours later than usual)
4. On days when school is dismissed early, the Registered Nurse shall be dismissed at the same time as other staff.

MILEAGE

1. Employees required to use their own automobiles in the performance of their duties shall be reimbursed at the rate established by the Internal Revenue Service, except for travel to and from work. All mileage claims are required to have the pre-approval of the supervising Principal.

SALARY PAYMENT

1. Wages shall be paid twice monthly (15th and last day of month) and all paychecks shall be deposited directly into bank account(s) designated by the Registered Nurse.

SALARY SCHEDULE

2026-2027
\$37.60/hour

Registered Nurse

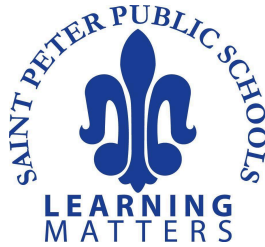
Date

Chairperson of the School Board

Date

Clerk of the School Board

Date



Personnel Changes Summary for School Board Review - August 19, 2026

Staff Hires

Employee Name	Staff Replacing	Position	Location	Start Date	Lane/Level/Step	Salary
Lathe Bly	Previous summer sound & lights staff	Sound & Lights Tech - Comm Ed.	Community Education	7/16/26	N/A	\$25/one time payment ⁵¹
Courtney Colton	MVED employee	High School Social Worker	Saint Peter High School	8/31/26	Lane MA/Step 4	\$63,366/annual salary
Mikkel Feldmann	Adam Marsh	Afternoon Custodian	South Elementary	8/17/26	Step 1	\$19.96/hr
Claire Davis	Theresa Lekander	Special Education Paraprofessional	South Elementary	9/10/26	Lane B/Step 1	\$20.95/hr
Jada Richardson	Kara Nagle	Health Office Paraprofessional	South and North Elementary	8/31/26	Health Assistant / Step 5	\$23.65/hr
Lisa Orback	N/A	Reading Support Assistant	Saint Peter Middle School	9/3/26	N/A	\$25.95/hr
Jennifer Leonard	Nichole Ruhland	Aquatics Coordinator	Community Education and Saint Peter Middle School	8/19/26	N/A	\$5,390 / annual salary

Spencer Skjelstad	Steve Smith	B Squad Boys Soccer Coach	Saint Peter High School	8/17/26	N/A	\$3,016 / stipend
Aisha Sheikhomar	Lisa Enz	Special Education Paraprofessional	Oshawa Learning Academy	9/8/26	Lane A/Step 3	\$21.45/hr
Ella Osborn	Kia Williams or Vacancy	Special Education Paraprofessional	South Elementary	9/10/26	Lane A/Step 1	\$20.65/hr
Corrington Jones Jr.	Mason Van Beek	MS Football Coach	Saint Peter Middle School	8/17/26	N/A	\$1,939 / stipend
Nathan Colum	Steve Smith	C Squad Boys Soccer Coach	Saint Peter High School	8/17/26	N/A	\$2,584 / stipend
Alishia Pete	Andrew Volmer	Special Education Paraprofessional	Saint Peter High School	9/8/26	Lane A/Step 1	\$20.65/hr

Staff Retirements/Resignations/Terminations

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Employee Name	Position	Location	Last Date of Employment	Reason for Separation	Will this position be replaced?
Martha Devine (Morrow)	District Assessment Coordinator	District Office	6/4/2026	Retirement	TBD
Lisa Enz	Special Education Paraprofessional	Oshawa Learning Academy	7/24/26	Resignation	Yes
Abby Feyereisen	2nd Grade Teacher	North Elementary	8/10/26	Resignation	No
Danielle Nelson	Special Education Paraprofessional	North Elementary	8/12/26	Resignation	Yes
Magnus Soderlud	Seasonal Outside Maintenance	District Office	8/19/26	End of Temporary Contract	No

Staff Transfers

Employee Name	New position	New Location	Former Position	Former Location	Effective Date of Transfer	Will this position be replaced?
Betsy Blume	District Registrar	District Office	Student Services Office Support	Saint Peter High School	8/10/26	Yes
Nicole Long	Special Education Paraprofessional	South Elementary	Special Education Paraprofessional	Oshawa Learning Academy	9/10/26	TBD



ADDENDUM

**Regular Board Meeting
Wednesday, August 19, 2026
SPCC-Governor's Room
5:00 PM**

VII. ACTION ITEMS

1. AGENDA ITEM #1

Subject: Consider a Resolution to Accept Gifts, Donations and Grants

Action: Requires a Resolution

Background: The following gifts, donations and grants have been generously offered to Saint Peter Public Schools:

1. A grant in the amount of \$5,464.95 through the Mankato Area Foundation was received by North Elementary. This grant will be used to support the implementation of the Flex Farm: Fresh Food for Thought project.
2. A grant in the amount of \$2,000 through the Mankato Area Foundation was received by the Saint Peter Public School District. This grant is to be used for the Friends of Learning Backpack Program.
3. A donation of musical scores and digital permissions was presented to the high school choir program by the Saint Peter Community Choir. This music is valued at \$3,600.

Presentation: Superintendent of Schools, Jon Graff

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



Date: July 15, 2026

To: Dr. Jon Graff
Saint Peter School Board

From: Darin Doherty
North Elementary Principal

Re: Acceptance of Grant Award - Flex Farm:
Fresh Food for Thought

I am pleased to inform the School Board that North Elementary School has been awarded a \$5,464.95 grant through the Mankato Area Foundation to support the implementation of the Flex Farm: Fresh Food for Thought project.

The grant application was developed and submitted by Karen Snay, District Media Specialist, and Rachael Schweigert. Although the proposal was originally submitted through the Mankato Area Foundation's Community Impact Fund, the project was ultimately selected for funding by a donor-advised fund whose philanthropic priorities closely aligned with the educational goals of this initiative.

Grant funds will be used to purchase a Fork Farms Flex Farm, an indoor hydroponic growing system that will provide students with authentic, hands-on learning experiences in agriculture, nutrition, environmental science, and sustainability. The Flex Farm will allow students to grow fresh produce year-round while integrating science, technology, engineering, mathematics, and health standards into classroom instruction. The project will also promote healthy eating habits and provide meaningful opportunities for inquiry-based learning across multiple grade levels.

Karen Snay will coordinate the purchase and implementation of the Flex Farm so that it is ready for student use at the beginning of the 2026–2027 school year. Staff will also provide the Mankato Area Foundation with project updates, photographs, and student stories to demonstrate the impact of the donor's generosity.

On behalf of North Elementary School, I would like to recognize Karen Snay and Rachael Schweigert for their initiative and dedication in securing this funding opportunity. Their efforts will provide an innovative learning resource that will benefit North Elementary students for years to come.

I recommend that the School Board accept the grant award of \$5,464.95 from the Mankato Area Foundation donor-advised fund.

Please let me know if you have any questions.



Date: August 12, 2026
To: Saint Peter School Board
From: Jon Graff
Superintendent
Re: Acceptance of Grant Award - Mankato
Area Foundation for Friends of Learning
Backpack Program

I am pleased to inform the School Board that the district has received a grant in the amount of \$2,000 from the Category One fund, a Donor Advised Fund of the Mankato Area Foundation. This gift has been designated for the Friends of Learning Backpack Program.

We are incredibly grateful to the Mankato Area Foundation for their generous support.

I recommend that the School Board accept the grant for \$2,000 to support the Friends of Learning Backpack Program.



MEMO TO: Dr. Jon Graff
School Board

FROM: Annette Engeldinger

DATE: August 17, 2026

RE: High School Choir Program Donation

The Saint Peter Community Choir has presented the high school choir program with a generous donation of musical scores and digital permissions. This music is valued at \$3,600. We are incredibly thankful for the community choir's support of our music program!

I recommend accepting this donation.

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

The following resolution was moved by _____ and seconded by _____:

RESOLUTION ACCEPTING DONATIONS

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated.

In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education."; and

WHEREAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full."; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Saint Peter Public Schools, ISD 508, gratefully accepts the following gifts, donations and grants as identified below:

Donor	Item	Designated Purpose (if any)
Mankato Area Foundation	\$5,464.95 grant	This grant will be used to support the implementation of the Flex Farm: Fresh Food for Thought project at North Elementary.
Mankato Area Foundation	\$2,000.00 grant	This grant is to be used for the Friends of Learning Backpack Program.
The Saint Peter Community Choir	Musical scores and digital permissions valued at \$3,600.	These musical donations were presented to Saint Peter High School for use by the choir program.

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly passed.

Dated: August 19, 2026

Kate Martens, Board Clerk



ADDENDUM

Regular Board Meeting Wednesday, August 19, 2026 SPCC-Governor's Room 5:00PM

VII. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Approval of Changes to the 2026-2027 Student Handbooks

Action: Requires a Motion

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

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

These changes have been reviewed by the Policy Committee at their August 17, 2026 meeting.

Presentation: Superintendent of Schools, Jon Graff
Building Principals

Options/Recommendation: I recommend your approval of the 2026-2027 student handbooks as presented.



TO: Members of the Board
FROM: Jon Graff
DATE: August 13, 2026
RE: 2026-2027 Student-Parent Handbook

Each summer, building principals and their leadership teams review student handbooks and recommend updates. Utilizing the Minnesota School Boards Association (MSBA) Model Student Handbook as a reference, the following revisions are being presented for all district handbooks:

Mandatory Annual Notices

1. Nondiscrimination Notice:
 - As required by law, all handbooks now include the name and contact information for the district's Title IX and Americans with Disabilities Act (ADA) Coordinator: Ytve Prafke.
2. Parents' Right to Know:
 - All handbooks now include the required annual notice informing parents of their right to request information regarding:
 1. Whether a teacher has met state licensing criteria.
 2. Whether a teacher is teaching outside their licensure area.
 3. Qualifications of paraprofessionals providing support to their child.
 4. Their student's Minnesota Comprehensive Assessments (MCA) achievement results.
3. Asbestos Management Plan:
 - The required annual notice regarding the district's Asbestos Management Plan has been added to all student handbooks.

Procedural & Policy Updates

1. Visitor Guidelines:
 - Handbooks now align with MSBA model language to establish consistent procedures across all school buildings. Updates explicitly require all visitors to check in at the main office and wear a visitor pass while in the building. Additionally, student-hosted visitors are strictly prohibited without prior permission from building administration.
2. Policy Addendum:
 - Updated to reflect recent board policy revisions.



TO: Dr. Graff, Superintendent
Members of the Board

FROM: Jana Sykora

DATE: August 6, 2026

RE: 26-27 South Student-Parent Handbook

Attached is the 2026-2027 South Elementary Student-Parent Handbook.

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

Updated Principal Welcome Letter

Section 1: Academics

- **Conferences** – Updated conference dates for the current school year.
- **Report Cards, Grades & Assessments** – Updated to say we will send hard copies of report cards home with students Q1, Q2, and Q3. Quarter 4 report cards mailed home. Report cards also available online in the parent portal.
- **Title I** – Added a section to the handbook providing information about our status as a title I school, the school-parent compact and parent rights regarding Title I services (compliance with Title I policy)
- Added a section titled **Importance of Practice at Home** to reinforce the importance of reading daily with kids at home and completing practice activities provided by teachers.

Section 2: Attendance

- Updated language around principal prior approval. We are now calling the form "Excused Absence Request" instead of "Principal Approval."

Section 3: Student Behavior

- Updated our PBIS model to reflect the language used with our SEL curriculum (Character Strong).
 - Respectful- Responsible - Safe → Kind - Well - Strong
 - New Pledge: At South Elementary, we are kind in our words and actions, strong by trying our best, and well by taking care of ourselves and others.

- Replacing: At South, we treat each other with respect, take responsibility for our learning, and strive for a safe school for all.
- Updated our PBIS chart to reflect new and consistent language
- Updated school bus behavior guidelines and consequences to match school board policy.

Section 4: Guidelines and Procedures

- **Visiting School** – Clarified that lunch visits do not include recess; added a request that parents avoid bringing food to share with other children due to allergy risks.
- **Field Trips** – Added “To help ensure student safety during field trip experiences, school board policy requires background checks for all of our field trip chaperones” to be transparent about policy.
- **Visitors** – Clarified that we cannot accommodate guests at breakfast.
- **Bikes, Scooters & Skateboards** – Added “Students riding bikes or scooters to school are expected to follow all state safety guidelines and age requirements.”
- **Treats** – Added that we would like parents to notify teachers in advance
- Removed section about Crisis Prevention Institute Training
- **Partners In Learning** – Formerly known as “parent council.” Expanded this to include engagement and collaboration for Title I services.

Section 5:

Technology

- Clarified that students are not assigned devices 1:1 but that may use a device in the classroom for instructional purposes

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



Date: July 28, 2026

To: Dr. Jon Graff
Saint Peter School Board

From: Darin Doherty

Re: Student/Parent Handbook
Revision for 2026-27 SY

In preparation for the 2026–2027 school year, North Elementary has made several targeted updates to the Student/Guardian Handbook to improve clarity, align with district policies, and support safe and consistent expectations for students, families, and visitors. Below is a summary of the key changes:

1. Updated curriculum and learner support information - The handbook clarifies how screening, progress monitoring, enrichment, Special Education, and broad mnMTSS tiered support may help students.
2. PBIS and social-emotional learning clarified - The handbook retains Super Saints and North's building themes - Be Responsible, Show Grit, and Be a Leader - while explaining their connections to Character Strong's Be Well, Be Strong, and Be Kind themes.
3. Attendance procedures updated - Attendance is taken once each school day between 8:00 and 8:15 a.m. by the homeroom teacher. Students arriving from 8:00 through 8:15 a.m. are coded tardy; students arriving after 8:15 a.m. are coded absent for attendance-status purposes, with actual arrival time and minutes present recorded. Attendance rates are tracked by the minute across the seven-hour instructional day.
4. Transportation and bus safety requirements have expanded - The handbook adds annual family notice language, complete bus-stop and riding expectations, the privilege-based nature of transportation, and policy-aligned consequences for misconduct. The prior unsupported fixed offense matrix is removed.
5. Existing building decisions preserved - The revision retains North's approved manual edits and building practices and adds specifics, including Thrillshare communications, Seesaw and Infinite Campus references, No Child Left Inside, Saints Ready, the attendance clerk contact, and the North Elementary Excused Absence form.

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



MEMO TO: Dr. Jon Graff, Superintendent
School Board

FROM: Jessi Buttell

DATE: August 12, 2026

SUBJECT: SPMS Student-Parent Handbook

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

- **Section 3: Student Behavior**
 - **A. Behavioral Expectations**
 - **Classroom Behavior Expectations**
 - *Toys, personal electronic devices, and other non-instructional items are not permitted in the classroom, as they can be distracting to the learning environment.*
 - **Section 3: Student Behavior**
 - **C. Behavior Referrals (Teacher Referrals and Office Referrals)**
 - Saint Peter Middle School will utilize two types of behavioral referrals designed to help staff monitor and support positive student behavior.
 - I. *Teacher behavior referrals are behaviors of minor consequence, but worthy of taking note. Teacher referrals are behaviors handled directly by the adult and student involved. Inappropriate behavior is discussed and expectations are re-taught to each student.*
 - II. *Office behavior referrals are behaviors which need to be dealt with outside of the classroom and will involve the dean or principal.*
 - **D. Parent Notification of Behavior**
 - I. *Parents will be notified by phone call and/or letter if a teacher referral becomes a pattern of behavior within a setting*
 - II. *Parents will be notified by phone call and/or letter if an office referral occurs.*
- **Section 4: Guidelines and Procedures**
 - **D. Bicycles, Skateboards, e-Bikes, Foot Scooters and Motorized Scooters**
 - I. *Students may ride bicycles, skateboards, e-bikes, foot scooters and/or motorized scooters. Bike racks are provided on school grounds. Skateboards should be stored inside the building. The school is not responsible for bicycles, skateboards, e-bikes, foot scooters and/or motorized scooters ridden to school and parked on school property.*
 - II. *For safety, the following rules must be complied with.*
 - A. *All bicycles, e-bikes, foot scooters and motorized scooters must be parked in the bike racks. It is recommended that bicycles, e-Bikes, foot scooters and motorized scooters be locked and that all safety rules are obeyed.*
 - B. *Students may not ride their bicycles, skateboards, e-bikes, foot scooters and/or motorized scooters during the school day.*

- C. Students should take extra precaution on busy sidewalks by walking their bike, foot scooter, e-bike, and motorized scooter.*
- D. Students should cross roads only at designated intersections.*

- **Section 7: Co-Curricular**

- **A. Co-Curricular Philosophy/Guidelines:**

- *In order to participate in after-school activities, students must attend their afternoon classes (4th - 8th periods) unless excused by a Dr. note. This pertains to both practices and events.*
 - *There is a \$95 fee for each athletic activity. For a complete list of all other co-curricular fees, please contact the Activities Office*
 - *There is a maximum \$350 fee per season per family (except hockey).*

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



TO: Dr. Jon Graff
Members of the School Board

FROM: Annette Engeldinger

DATE: August 5, 2026

RE: 2026-2027 Student-Parent Handbook

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

- **Attendance**

- *New Language*

Absences that will be marked as UNEXCUSED

- a. More than 10 minutes late to school or a class
- b. Missing the bus/missing your ride
- c. Oversleeping
- d. School office not notified of the absence
- e. Automobile problems (repeated incidents)
- f. Parent not aware of the absence
- g. Work

- *Former Language*

Absences that will be marked as UNEXCUSED

- a. More than 10 minutes late to school or a class
- b. Missing the bus/missing your ride
- c. Truancy
- d. School office not notified of the absence
- e. Automobile problems (repeated incidents)
- f. Parent not aware of the absence
- g. Work

- **Technology - Cell Phone Use**

- *New Language*

1. Cell phones are not allowed in academic areas of St. Peter High School.
 - a. Classrooms
 - b. Pods
 - c. Any area where academic instruction is taking place.
2. Students will keep their personal electronic communication devices (cell phones, earbuds, headphones, etc.) in the classroom phone pouch or area designated by the classroom teacher. All devices will

remain there for the entirety of the class period. Devices are not allowed during breaks or when using the bathrooms.

Old Language

1. Cell phones are not allowed in academic areas of St. Peter High School.
 - a. Classrooms
 - b. Pods
 - c. Any area where academic instruction is taking place.
- **Graduation Requirements** - Changes in state testing requirements (if any) from the state of Minnesota will be reflected.



TO: Dr. Graff, Superintendent
Members of the Board

FROM: Jana Sykora

DATE: August 6, 2026

RE: 26-27 OLA Student-Parent Handbook

Attached is the 2026-2027 OLA Student-Parent Handbook.

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

Program staff directory added

- Families now have a list of key staff members and roles at the front of the handbook.

Section 4: Guidelines and Procedures

Off-campus walks clarified

- A new section explains that students may participate in supervised off-campus walks during the school day as part of instruction or recreation, with school staff (and when appropriate, Leo A. Hoffmann Center staff) supervising. This makes this practice more transparent for families. Replaces the former field trip section.

Flexible Learning Day expectations added

- The handbook now explains what happens during weather-related Flexible Learning Days, including:
 - Learning packets available through the unit.
 - Teacher availability by email.
 - Flexible assignment deadlines.

Birthday treats clarified

- Homemade treats are not permitted.
- Treats must be commercially packaged.
- Teachers should be notified in advance.

Volunteer expectations clarified

- Volunteers are welcomed, but annual background checks are required.

Address/contact updates

- Families are directed to update contact information through Infinite Campus rather than simply notifying the school.

Section 5: Health and Medication

Expanded illness guidance

- Instead of a brief health section, the handbook now includes detailed guidance about:
 - When students should stay home (MDH document)
 - Return-to-school criteria for common illnesses (flu, RSV, norovirus, ringworm, strep throat, vomiting, etc.).

**SOUTH ELEMENTARY
STUDENT & FAMILY HANDBOOK
2026-2027**

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



Dear Parents and Students;

Welcome to South Elementary!

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

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

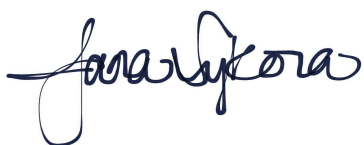
In addition to classroom learning, students explore communication, collaboration, creativity, and motor skills in our four dedicated “Imagination Station” learning spaces. These hands-on, multisensory areas allow students to explore, play, and grow every day.

To support the whole child, South implements a Positive Behavioral Intervention and Support (PBIS) framework that promotes being kind, well and strong. This work is closely aligned with the Character Strong curriculum, helping students build empathy, emotional regulation, resilience, and strong interpersonal skills. Together, these programs create a positive and caring environment where students learn what it means to demonstrate “Star Behavior” through kindness, wellness and strength of character as members of the South Stars Community.

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

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

Sincerely,

A handwritten signature in dark ink, appearing to read "Jana Sykora". The signature is fluid and cursive, with the first name "Jana" and last name "Sykora" clearly distinguishable.

Jana Sykora, Principal of South Elementary

SOUTH ELEMENTARY PERSONNEL 2026-2027

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

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SECTION 1: Academics

Conferences

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

Back-to-School Conferences: Students should attend this conference with their parents
September 8 and 9: 8:00 am-3:30 pm Conferences, NO SCHOOL

Fall Conferences: Parents may use discretion regarding whether or not to bring their student
Nov. 13 and 18: Parent/Teacher Conferences 3:30 pm-7:30 pm
Nov. 14: Parent Teacher Conferences 8:00 am-3:30 pm, NO SCHOOL

Spring Conferences: Students should attend this conference with their parents
February 12 & 17: Parent/Teacher Conferences 3:30 pm-7:30 pm
February 13: Parent/Teacher Conferences 8:00 am-3:30 pm, NO SCHOOL

Report Cards, Grades & Assessment

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

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

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

As part of Minnesota's READ Act requirements, all students in grades K and 1 will participate in universal reading screening three times per year—in the fall, winter, and spring—using the state-approved FastBridge assessment. These screeners help us monitor each child's reading development and identify students who may benefit from additional support. After each screening, families will receive information about their child's current reading proficiency level, the reading services being provided, and strategies to support reading at home—offered in the family's home language whenever possible. If a student needs targeted intervention, families will also receive this information from the school.

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

Title I

South Elementary is proud to receive federal Title I funding to provide additional academic support for students who need extra assistance in developing strong reading and math skills. The goal of Title I is to ensure that every child has the opportunity to meet high academic standards and experience success in school.

Students are identified for Title I services using multiple sources of academic data, including classroom performance, teacher observations, and district assessments. Title I services are provided in addition to the high-quality instruction students receive in their classrooms and are designed to provide targeted interventions that accelerate learning.

- **School-Parent Compact:** Each year, families participating in Title I services receive a School-Parent Compact, which outlines the shared responsibilities of the school, families, and students in supporting academic success. The compact serves as a partnership agreement that promotes open communication, shared responsibility, and a commitment to helping every child reach their full potential.
- **Parent Rights:** As a parent of a child participating in Title I services, you have the right to:
 - Be informed if your child is receiving Title I services.
 - Receive information about your child's academic progress.
 - Participate in planning, reviewing, and improving the school's Title I program.
 - Participate in family engagement activities and educational workshops.
 - Request information regarding the professional qualifications of your child's classroom teacher and paraprofessionals who work with your child.

STARS Academy

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

Importance of Practice at Home

Learning doesn't stop when the school day ends. Daily practice at home reinforces the skills students are learning in the classroom and helps build confidence, independence, and a lifelong love of learning.

We believe families are essential partners in every child's education. Parents and caregivers play a critical role in helping children develop strong academic skills, positive attitudes toward learning, and confidence in themselves. Even just 10–15 minutes of focused practice each day can make a significant difference in your child's academic growth.

Families can support learning at home by:

- Reading with your child every day and talking about what you read together.
- Completing and returning literacy, math, or other practice activities sent home by your child's teacher. These activities are carefully selected to reinforce classroom learning and provide valuable practice that aligns with classroom learning.
- Practicing literacy and math skills through games, conversations, and everyday activities.
- Attending parent-teacher conferences, family learning events, and **Partners In Learning** meetings.
- Monitoring your child's progress and celebrating both effort and growth.
- Communicating regularly with teachers and school staff about your child's learning.
- Sharing ideas and feedback that help strengthen our school and support student success.

When schools and families work together, students are more likely to develop strong academic skills, build confidence, and achieve their full potential. Thank you for partnering with us to make learning a priority both at school and at home.

Transfer from School

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

School Records

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

Parent Right to Know

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

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

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

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

SECTION 2: Attendance

School Hours are 8:00 am - 2:55 pm

School begins at 8:00 am. Dismissal is at 2:55 p.m., and buses leave the grounds at 3:00 p.m.

Adult supervisors are on duty beginning at 7:40 am for drop off and until 3:05 pm for student pick-up.

Saints Over Time child care is provided on site. Information on this program is available through the Saint Peter Community Education Office.

Calendar

The school calendar is adopted annually by the school board. The calendar may be found on the school district's website at <https://www.saintpetersschools.org>.

Attendance

At kindergarten and first grade, the primary responsibility for school attendance (8:00 am - 2:55 pm) rests with the parents. Regular attendance is absolutely essential to progress in schoolwork. Each teacher will be responsible for reporting their classroom attendance by 8:15 am. Students arriving after 8:00 am must stop in the office and receive a pass.

When a student is absent, parents are required to contact the school attendance clerk and report the absence.

The phone number for reporting absences is (507) 934-2754. If there is no answer, please leave a message including your name, the name of the student and the reason for the absence. Attempts will be made to contact the families of absent students that have not notified us. Absences will be marked unexcused until a parent/guardian has contacted the school.

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

- Illness (see "How sick is too sick to attend school?" on page 28)
- Serious illness in the student's immediate family
- A death or funeral in the student's immediate family or of a close friend or relative
- Medical, dental, or orthodontic treatment, or a counseling appointment
- Court appearances occasioned by family or personal action
- Religious instruction not to exceed three hours in any week
- Observance of religious events
- Physical emergency conditions such as fire, flood, storm, etc.
- Official school field trip or other school sponsored outing
- Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences.
- Family emergencies
- Active duty in any military branch of the United States
- A student's condition that requires ongoing treatment for a mental health diagnosis
- The building principal can/may make exceptions for unusual situations
- Family vacations **with prior Principal approval**
 - Our excused absence request form can be found online or hard copies can be picked up in the office.

Parent Responsibilities

1. Encourage students to attend school regularly.
2. Please notify the office by phone on the day of your child's absence OR send a note with your child on the day of his/her return to school from any absence. This allows us to verify student whereabouts and safety.
3. Please do your best to limit absences by scheduling appointments, vacations, family visits, etc. on non-school days or outside of school hours.

Tardiness and Partial-day Absences

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

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

Reporting Absences

- Teachers report attendance/absences to the office by 8:15 am.
- The attendance secretary updates attendance information in Infinite Campus each morning by 9 am. If we have not heard from parents/guardians regarding absences, the attendance secretary will try to reach parents/guardians by phone or email. to ensure the safety and whereabouts of the student are known.
- We understand that scheduling doctors and dentist appointments takes coordination and availability of openings. Whenever possible, we encourage you to make doctor and dentist appointments after school hours. We **strongly encourage** parents and guardians to provide third-party documentation (such as a doctor's note) for any student absences whenever possible. This is a helpful and proactive practice, and it supports accurate attendance records for our school.
- The attendance team, consisting of the school principal, attendance secretary, counselor, and nurse, meet twice monthly to review and respond to attendance data. If your child is frequently absent, our school attendance team will reach out to partner with you. We are committed to supporting families in building strong attendance habits, as regular attendance supports consistent learning, classroom routines, and student success. We communicate with families when students miss school—whether absences are excused or unexcused—to ensure we stay connected and responsive to your child's needs.
 - **Chronic Absenteeism Notification:** If a student's absences reach 10% of the school year, we may contact you to schedule an attendance meeting. According to state guidelines, this level of absenteeism is considered chronic. If absences have been prearranged or supported with

medical documentation, and there is a plan in place to support your child's academic progress, a meeting may not be necessary.

- **Unexcused Absences / Educational Neglect:** If a student accumulates seven unexcused absences during the school year and school-based supports have not led to improved attendance, we are legally required to file an educational neglect petition with the child's resident county child protection department, in accordance with Minnesota Statute 260A.02.

Leaving School

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

Student Drop Off and Pick Up

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

Transportation Eligibility

Riding the school bus is a **privilege, not a right**. Students are expected to follow the same behavioral expectations on the bus, at bus stops, and during transportation as they do at school. Bus safety expectations are taught and reinforced throughout the year through our STAR Pride program.

Bus transportation privileges are extended to students who meet one of the following requirements:

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

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

Saints Bus Service: (507) 934-4690

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

SECTION 3: Student Behavior

South's Star Pledge / Star Behavior

At South Elementary, we are kind in our words and actions, strong by trying our best, and well by taking care of ourselves and others.

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

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

As a kindergarten and first grade building, our faculty and staff understand that students are learning what it means to be a learner, a friend, and an independent member of a school community. Developing skills related to kindness, wellness and strength is a normal part of childhood growth and learning. A number of supports and services are available at South Elementary to assist students in meeting their behavioral, social-emotional, and academic needs.

Classroom

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

Saints Ready Room

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

Individual/ Group Counseling

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

Bus Safety Instructions

Per state regulations, students at South and all other schools in the state, receive school bus safety training within the first two weeks of school and again in the Spring. This instruction will be done by the classroom teacher. Instruction will include the following concepts:

- Understanding of the district's policies for student conduct & bus safety
- The danger zones surrounding the bus
- Procedures for safely boarding & leaving the bus
- Procedures for safe vehicle lane crossing
- School bus evacuation and other emergency procedures

Bus Expectations

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

At the Bus Stop

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

On the Bus

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

Bus Discipline Procedure and Consequences

Students are expected to follow the same behavioral standards while riding the school buses as they are on school property or at school activities. The School District may deny transportation to students who fail to demonstrate appropriate behavior on the bus. Parents will be notified of any misconduct by your child via a bus conduct report. Consequences for school bus/bus stop misconduct will apply to all routes. The discipline procedure for misconduct will be as follows:

1. The first time a student violates any of the rules of the bus, the student responsible will be warned, his or her parents/guardians will be notified, and the student may face in-school detention.
2. The second time an incident occurs, the parents/guardians of the student will be notified. The student may face in-school consequences or removal from the bus for up to five days.
3. The third time an incident occurs, the student responsible will be removed from the bus for five or more days, and his or her parents/guardians will be notified.
4. The fourth time an incident occurs, the student responsible may be removed from the bus for the remainder of the year.
5. Any infraction serious enough in nature may be cause for immediate removal from the bus.

SECTION 4: Guidelines and Procedures

Visitors and Building Security

In our continuing efforts to keep students safe, all exterior entrances are locked during the school day

Parents/guardians and community members are welcome to visit the school. To ensure the safety of students and staff and to minimize disruptions to the learning environment, all visitors must report directly to the reception area upon entering the building, except when attending events that are open to the public. Visitors are required to present a valid photo identification (driver's license or state-issued ID), sign in, and wear a visitor badge while in the building during the school day.

Visitors must receive approval from the principal before visiting classrooms during instructional time. Permission to visit the school or school property may be denied or revoked if school procedures are not followed or if the visit is not in the best interests of students, staff, or the school district. Students may not bring visitors to school without prior approval from the principal.

Maintaining a safe and secure learning environment is a shared responsibility. The principal is responsible for implementing the school's safety and security plan and ensuring appropriate emergency procedures are in place.

Classroom Assignments

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

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

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

Complaints

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

Fees

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

- Items of personal use or products that a student has an option to purchase, such as yearbooks.
- Field trips considered supplementary to the district's educational program.
- Students will be charged for textbooks, workbooks, and library books that are lost or destroyed.

The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the school principal.

Fundraising

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

Holiday Celebrations and Parties

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

Interviews of Students by Outside Agencies

During the school day, students may only be interviewed by parents/guardians, school district staff, or authorized agencies as permitted by law or school district policy.

Messages for Students

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

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability (or fail to ensure physical and program access for disabled persons), sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Special Programs Administrator Ytve Profke, 100 Lincoln Drive, 507-934-4211, yprafke@stpetersschools.org as the Title IX Coordinator and as the Americans with Disabilities ACT Coordinator.

Notice of Violent Behavior

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

Student Searches

To help maintain a safe, drug-free school environment, school officials may search a student's desk, school property, personal belongings, or person when there is a reasonable suspicion that a violation of school rules

or the law has occurred. Any search will be conducted in a manner that is reasonable and appropriate for the student's age and the circumstances.

Student desks and other school-owned storage areas are the property of the school district and may be inspected at any time, with or without notice.

Any prohibited or unauthorized items ("contraband") found during a search may be confiscated and, when appropriate, turned over to law enforcement. Students may be subject to disciplinary action in accordance with the district's Student Discipline Policy.

Distribution of Non School-Sponsored Material on School Premises

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

Video and Audio Recording

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

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

Phone Calls to Teachers

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

Dress Code

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

Dress for Weather

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

Recess

Students enjoy 10-20 minutes of outdoor recess each morning and 30 minutes of outdoor recess daily before lunch, as weather allows. Outdoor play is an important part of the school day, providing time for movement, fresh air, and social interaction. Recess will be held indoors during inclement weather if the wind chill or real-feel temperature is -10°F or below, if precipitation is heavy enough to soak clothing, or if there is lightning in the immediate area.

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

Field Trips

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

To help ensure student safety during field trip experiences, school board policy requires background checks for all of our field trip chaperones.

Emergency Drills and Emergency Action Plans

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

Pledge of Allegiance

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

Visiting School

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

We welcome family members to join their child for lunch, but we are unable to accommodate guests at breakfast. To ensure a safe and smooth experience for all students, please follow these guidelines:

- **Call ahead:** Please call the South Elementary front office at 507-934-2754 prior to your visit so we can provide an accurate lunch count to the kitchen.
- **Check in:** All visitors must check in at the front office and provide a valid photo ID.

- **Timing:** Please wait in the office until your child's lunchtime. Lunch visits do not include recess.
- **Cafeteria only:** Visitors should go directly to and from the cafeteria and refrain from visiting classrooms, teachers, or other students during the school day.
- **Meal options:** You may bring your own lunch or purchase a school lunch for **\$5.05**. Payment can be made by exact cash or check (made payable to South Elementary School). Debit/credit cards and student lunch accounts cannot be used.
- **No food sharing:** For student safety and inclusivity, please do not bring food to share with other children. This helps us avoid allergy risks and ensures no student feels left out.

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

Bikes, Scooters & Skateboards

Bike racks are provided for parking bikes. For safety reasons, we do not allow bikes, skateboards, scooters, or rollerblades on the playground. Students riding bikes or scooters to school are expected to follow all state safety guidelines and age requirements.

Elopement Plan

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

Closing School

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

Flexible Learning Days

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

Address/Phone Changes

Guardians are responsible for updating any change of address, telephone number or email addresses during the school year using the infinite campus family portal. Questions regarding this process can be directed to the District Registration Office, 507-934-4210.

Meals/Milk

Special Federal funding allows us to offer FREE breakfast and lunch to all students. Students who do not wish to participate in the school lunch program are welcome to bring lunch from home. Students that bring a home lunch but wish to purchase milk in the cafeteria will be charged \$0.40 for a carton of milk.

Treats

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

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

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

Invitations to Parties

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

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

District Athletic / Arts Events

We ask that elementary and intermediate students attending Saint Peter Public School events are accompanied by an adult. While in attendance at athletic/arts events, students should behave in a way that is consistent with our school behavior expectations. Students engaging in disrespectful or disruptive behavior may be asked to leave the event. There is a cost to attend athletic events and admission can be paid at the event or athletic passes can be purchased through the High School Activities Office.

Soliciting and Trading

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

School Visits by Children

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

Valuables

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

permanent marker). This will help us identify these items and get them returned to their owner in the event they are lost.

Partners in Learning (formerly Parent Council)

South Elementary believes that students are most successful when families and school staff work together. Our Partners in Learning (formerly Parent Council) serves as an important advisory and support group that helps strengthen the connection between home and school while supporting student learning and achievement.

Partners in Learning provides opportunities for parents and caregivers to:

- Learn about school programs, curriculum, assessments, and student achievement.
- Share ideas and provide feedback on school improvement efforts and family engagement activities.
- Review and provide input on the school's Title I Parent and Family Engagement Plan and School-Parent Compact.
- Learn strategies to support their child's learning and development at home.
- Network with other families and build positive relationships within our school community.
- Assist with family events, volunteer opportunities, staff appreciation activities, and other enrichment opportunities for South Elementary students and families.

As a Title I school, South Elementary values meaningful family involvement in the planning, review, and continuous improvement of our educational programs. Family Partnership Council meetings provide an opportunity for parents to ask questions, share suggestions, and collaborate with school staff to help ensure every student has the support they need to succeed.

Meeting notices will be sent home with students and shared through our school newsletter, social media, and other communication platforms. All parents and caregivers are encouraged to attend, and no previous experience is necessary.

Volunteers

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

Lost and Found

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

Response to Intervention Team & Student Assessment Team

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

Background Checks

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

Animals in the Classroom

Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, as well as guardian consent for each student in the classroom. The consent form will be distributed prior to approval and will include acknowledgment of any known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the teacher is responsible for submitting an animal care plan, which should include allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

Gifts to Employees and School Board Members

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

Media Center

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

Saints Over Time Care (Saints OT)

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

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

SECTION 5: Technology

Responsible Student Use of Technology

- Students at South Elementary will have access to technology devices in the classroom. These devices are intended to support instruction, learning, and skill practice.
- Some class assignments, assessments, and content delivery will occur on the devices.
- To avoid distraction, iPads are to be used for academic purposes only (i.e., students are not allowed to play games, watch videos, or engage in other media unless assigned by a teacher).
- If students are not using iPads as expected, classroom teachers may give students alternative assignments or practice opportunities. If iPad use is a consistent issue, there will be a conference with parent/guardian, student, and teacher. Administration will be involved when necessary.

Electronic Devices

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

Failure to Meet Electronic Device Expectations

- First Violation:
 - The student's device will be turned into the office
 - The student will be allowed to pick up their device at the end of the school day
 - Parents will be notified

- Second Violation:
 - The student's device will be turned into the office
 - A parent/guardian must pick up the device.
- Third Violation:
 - Conference with parent/guardian and administration
 - Behavioral plan

Backgrounds, Passwords, and Apple IDs

- Inappropriate media may not be used as a background or stored on the device.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary actions. Elementary iPads will not require individual Apple IDs.

Printing

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

Accessing, Managing and Saving Digital Work

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

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

Acceptable Use Guidelines

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

Privacy and Safety

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

Legal Property

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
- Plagiarism is a violation of the student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to discipline.
- Violation of applicable state or federal law, including the Minnesota Penal Code, Computer Crimes, will result in criminal prosecution or disciplinary action by the District.

Electronic Communication

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

Consequences

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

Technology Device Identification

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

Account Security

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

Artificial Intelligence (AI) Use

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

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

Damage/Repair Fees

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

SECTION 6: Health and Medication

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

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

Sick Child: When should a child stay home?

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

How Sick is Too Sick?

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

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

Emergency Information

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

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

Medication

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

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

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

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

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

Health Forms can be found on the district [health services page](#).



Communicable Disease

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

Immunization Law

Minnesota State Law requires all children attending schools to be fully immunized against diphtheria, tetanus, pertussis, (DTaP), polio, and measles, mumps, and rubella (MMR), Varicella, and Hepatitis B. A student entering grades 3-6 should have the following vaccines if they are fully immunized: Five dtap, four polio, two measles mumps and rubella vaccine, two varicella vaccine, and three hepatitis B vaccines. These vaccines are required to be on file in the school health office for a student to be in school. Students who are not fully immunized will need to update their vaccinations to remain in school. Parents who hold medical or conscientious objections to the vaccine law will need to submit the vaccine exemption portion of the immunization form for their students to be in school. Students who do not provide documentation or conscientious objection paperwork by the identified deadline, will not be allowed to attend until such paperwork is provided. The school nurse will assist families to identify low cost vaccines in the community if needed.

Asbestos Management Plan

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

Pesticide Notification

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

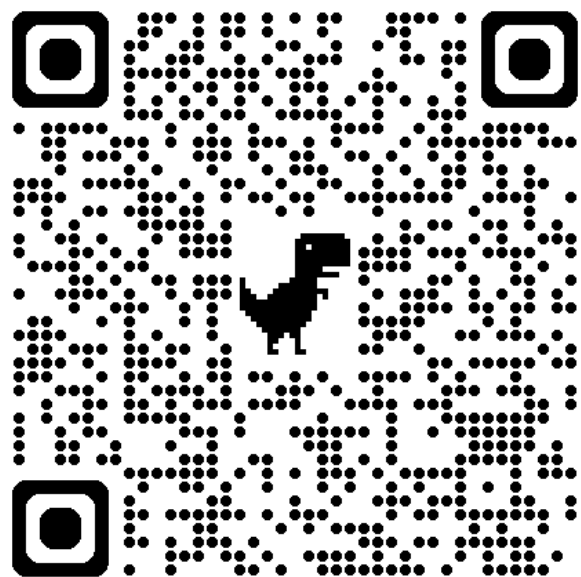
APPENDIX: POLICY

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

Contents:

• Employment Background Checks: Policy 404 • Harassment and Violence: Policy 413 • Tobacco-Free Environment: Policy 419 • Student Attendance: Policy 503 • Distribution of Nonschool-Sponsored Materials: Policy 505 • Student Discipline: Policy 506	• Bullying Prohibition: Policy 514 • Student Records: Policy 515 • Student Surveys: Policy 520 • Hazing Prohibition: Policy 526 • School Meals: Policy 534 • Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

View policies above digitally by scanning the QR code below:



SAINT PETER PUBLIC SCHOOLS — ISD 508



North Elementary School

Student & Parent Handbook

2026–2027

815 N. 9th Street • Saint Peter, Minnesota 56082

Phone: (507) 934-3260 • FAX: (507) 934-1865

www.stpeterschools.org

Our Mission: Saint Peter ISD 508's mission is to inspire a passion for learning that encourages and enables all individuals to reach their highest potential.

District policies and required notices in this handbook are based on the policy appendix updated August 2026. The School Board may amend policies during the year. The current official policy text is available at <https://www.stpeterschools.org/page/school-board> or from the District Office.

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Welcome to North Elementary School

Situated in the picturesque Minnesota River Valley, North Elementary School is centrally located in the heart of Saint Peter, surrounded by a charming neighborhood of residential homes. North Elementary serves students in **grades 2–4** and is dedicated to enhancing and accelerating learning in literacy and mathematics while nurturing each child's social, emotional, and academic growth.

Strengthening the Core Curriculum

Our lesson design and classroom structures embody an intervention and enrichment philosophy, ensuring that all students achieve high levels of learning. During mathematics and reading blocks, students receive whole-class instruction before transitioning to small groups based on their performance in regular mini-assessments. Students with varying learning needs receive targeted instruction in small groups or work independently, while students who have mastered core skills engage in enrichment activities. The dynamic nature of our groupings eliminates any stigma associated with traditional ability grouping.

Exciting news for 2026–2027: North Elementary is launching a **new, comprehensive ELA (English Language Arts) curriculum** beginning this fall. This curriculum is aligned to Minnesota state standards and reflects the latest research in literacy instruction, including the Science of Reading.

Specialist Classes & Flexible Learning

Students benefit from a rotating five-day schedule that includes **physical education, art, music,** and **STEAM** (Science, Technology, Engineering, Art, and Mathematics) classes. "No Child Left Inside" Grant and media center time offer students further opportunities to extend their learning and creativity.

Emphasis on Social-Emotional Learning

Our commitment to social-emotional learning (SEL) is founded on the belief that children excel academically when they feel safe, known, and valued. Through our **Super Saints PBIS system** and **Character Strong SEL lessons**, North students practice our building themes: **Be Responsible, Show Grit,** and **Be a Leader**. These expectations connect with Character Strong's themes of **Be Kind, Be Well,** and **Be Strong** by helping students care for others, care for themselves, persevere, act responsibly, and contribute positively to the school community.

21st Century Skills

Across all classes, North Elementary emphasizes the 4 Cs: **Communication, Collaboration, Critical Thinking,** and **Creativity**. Our teachers nurture students' innate talents and help them apply their skills in meaningful, real-world contexts.

We are thrilled to welcome your family to another exciting year of discovery and growth at North Elementary!

Darin Doherty, Principal

Our School Day

School Day Hours	8:00 a.m. – 3:00 p.m.
Doors Open	7:45 a.m. (Door 1 and 4 open at 7:30 a.m. for cafeteria/breakfast)
Doors Lock	8:00 a.m. (Door 1 remains open; all others lock)
Dismissal Begins	3:00 p.m. (walkers/bikers: doors 4, 5, or 6; bus riders: door 6 with teacher)
Main Office Open	7:30 a.m. – 4:00 p.m.

Building Security

All entrance doors, except the main entrance (Door #1), are locked each school day at 8:00 a.m. Door #1 remains accessible and will be locked at the end of the day at 4:00 p.m. All visitors must enter through Door #1 and check in at the front office.

Gym Shoes

Each student should have a separate pair of gym shoes for physical education class. This pair may be left at school and should be used only in the gymnasium. Only shoes with non-marking soles may be used in the gym.

Appropriate Clothing

North does not have a specific dress code. However, clothing or appearance that is distracting or disruptive to the educational program is not permitted. Students are encouraged to dress appropriately for the weather, as outdoor recess occurs daily weather permitting. Please label coats, hats, and other personal items.

Leaving School Early

For the safety of students, parents and guardians must come to the school reception office, meet the student, and sign the student out before the student may leave. If someone other than the parent, guardian, or emergency contact will be picking up the student, a message must be submitted to the office in advance. **If no message is submitted, the student will not be released.**

Phone Calls to School

To reach a teacher, it is best to call before school begins or after school ends. Messages may be left on voicemail for a teacher to return. **Please contact the office prior to 2:00 p.m.** if you need to leave a message for your child regarding changes in end-of-day plans for them.

Media Center

Students are encouraged to check out and return books promptly. Parents can help by assisting students in remembering to return books on or before the due date.

Recess During Inclement Weather

Recess will be held indoors when the wind chill/real-feel temperature is **-10°F or below**, when precipitation is soaking students' clothing, or when lightning is in the immediate vicinity. Weather data is taken from the school's on-site weather station.

Field Trips

Field trips are taken by various classes throughout the year. Permission slips will be sent home for any field trip leaving the City of St. Peter. Teachers may invite parent and guardian chaperones. Field trips within the City of St. Peter do not require a permission slip, but families will be notified in advance.

Fire, Safety, and Weather Drills

By state law, North conducts **five (5) fire drills, five (5) lockdown drills, and one (1) severe weather drill** each school year. When an alarm sounds, each class follows the teacher's directions. These drills prepare everyone for emergencies should one occur.

Patriotic Exercises

The Pledge of Allegiance is recited during the weekly video announcements. Participation is voluntary; students who do not wish to participate may respectfully decline.

What Parents Need to Know

Where to Pick Up / Drop Off Your Student

Please use **7th Street or Flandrau Street** for pick-up and drop-off. The parking lot is reserved for school buses between 7:40–8:00 a.m. and 2:45–3:05 p.m.

Bus Services and Annual Safety Rules

North Elementary works closely with **Saints Bus Service** to provide safe transportation. All students must be registered for bus service and carry their assigned bus pass, visible to the driver at all times. Contact Saints Bus Service at **(507) 934-4690** for transportation questions.

Students receive bus safety training during the school year. Riding the school bus is a privilege, not a right. The school bus and bus-stop rules are provided annually to each family, and parents and guardians are asked to review them with their children. The district's general student behavior rules apply on school buses, including to nonpublic and charter school students. The district will not provide transportation for students whose transportation privileges have been revoked.

At the Bus Stop

- Arrive five minutes before the scheduled pickup time; the driver will not wait for late students.
- Respect the property of others and keep arms, legs, and belongings to yourself.
- Use appropriate language. Fighting, harassment, intimidation, and horseplay are not allowed.
- Stay away from the street, road, or highway while waiting, and do not approach until the bus stops.
- After leaving the bus, move away from it. If crossing a street, cross in front of the bus where the driver can see you and wait for the driver's signal.
- Alcohol, tobacco, and drugs are not allowed.

On the Bus

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is moving; keep all parts of your body inside the bus.
- Talk quietly, use appropriate language, and keep arms, legs, belongings, and the aisle clear.
- Fighting, harassment, intimidation, horseplay, eating, drinking, and throwing objects are not allowed.
- Do not bring weapons or dangerous objects on the bus.
- Do not damage the bus.

Bus and Bus-Stop Misconduct

Consequences for school bus or bus-stop misconduct are imposed under district administrative discipline procedures. All misconduct is reported to the district's transportation safety director. Serious misconduct may be reported to local law enforcement. Consequences may include loss of transportation privileges.

Transportation Eligibility

Bus transportation is provided for students who:

- Live 1 mile or more from the school they attend, or
- Live within city limits east of Highway 169 or south of Highway 99 without access to crossing signals, or within city limits east of Highway 22 and north of St. Julien Street.

Parents may designate a licensed day care facility or the home of a relative as the student's home address for transportation purposes.

Parent-Teacher Conferences

Conferences are scheduled for all students at the beginning of the school year, and again in the fall and spring. Parents may register online or by contacting the school. Parents or teachers may request a meeting at any time during the year.

Title I Parent Advisory Committee

Parents of students participating in Title I reading and/or math intervention classes are invited to join the **Title I Parent Advisory Committee**, which meets three to four times per year. If your child is served by the Title I program, you will receive meeting notices.

Parent's Right to Know

Parents and guardians may request information about the professional qualifications of their child's classroom teachers, including:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas taught;
- Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the teacher's certification; and
- Whether the student receives services from paraprofessionals and, if so, their qualifications.

The district also provides parents and guardians with information about their child's achievement on state academic assessments. The district will notify a parent or guardian if the child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements for the assigned grade level and subject area. Requests may be directed to the building principal or District Office.

North PTO (Parent/Teacher Organization)

The North PTO has planned family events and raises funds for student enrichment activities. North is actively looking for families to lead and participate. If you are interested, please contact the front office.

Volunteers

Community members who wish to donate time to the school program are welcome. Please call the school office for information on how to help.

Background-check notice — Policy 404. The district requires criminal-history background checks for applicants who receive an offer of employment and, except for enrolled student volunteers, for individuals offered athletic coaching or other extracurricular academic coaching services, whether paid or unpaid. The district may also require background checks for other volunteers, independent contractors, current employees, service providers, or student employees. A person ordinarily may not begin employment or covered services until results are received, although the district may allow conditional service as permitted by policy. Contact the school office for the requirements and consent form that apply to a particular volunteer role. Any additional volunteer procedures are administered under Board Policy 908.

Snacks for Student Breaks

Teachers schedule student break times during long learning periods. Please send only **nutritious snacks** (fruits, vegetables, whole grains, protein-rich foods) to help maintain energy and focus. Please avoid sugar-based snacks except on special occasions such as birthdays or classroom celebrations.

Student Records — Policy 515

Parents/guardians and eligible students have the right to inspect and review education records; request amendment of records believed inaccurate, misleading, or otherwise in violation of privacy or other rights; consent to disclosure of personally identifiable information except where Policy 515, state law, or federal law authorizes disclosure without consent; file a FERPA complaint with the U.S. Department of Education; receive notice of these rights; obtain a copy of Policy 515; and opt out of any or all directory-

information categories. The district will respond to an inspection or review request immediately if possible or within ten days, excluding Saturdays, Sundays, and legal holidays.

The district may disclose records without consent when authorized by policy or law, including to district school officials with a legitimate educational interest and, upon request, to a school or postsecondary institution in which the student seeks or intends to enroll or is already enrolled, when related to enrollment. Rights transfer to the student at age 18 or upon enrollment in a postsecondary institution, subject to the dependent-student and health/safety provisions in Policy 515. The district provides effective notice to families whose primary or home language is not English. Contact the superintendent's office for the complete current policy, annual notice, amendment process, directory-information categories and opt-out procedure, or FERPA complaint information.

Visiting School

Parents/guardians and community members are welcome to visit North Elementary. All visitors must enter through **Door #1 (main entrance)** during instructional hours (8:00 a.m.–3:00 p.m.), provide a valid state-issued ID, sign in at the front office, and wear a provided name badge before entering the building. Visitors must have the principal's approval before visiting a classroom during instructional time. Permission to visit may be denied or revoked if a visitor does not follow school procedures or if the visit is not in the best interests of students, employees, or the district. Students may not bring visitors to school without prior permission from the principal.

Nondiscrimination and Equal Education Opportunity

Saint Peter Public Schools is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability (or failure to ensure physical and program access for disabled persons), sexual orientation, including gender identity and expression, or age in its programs and activities.

The school board has designated **Ytve Prafke, Special Programs Administrator and Title IX Coordinator**, 100 Lincoln Drive, Suite 229, Saint Peter, MN 56082, (507) 934-4211 ext. 1010, yprafke@stpetersschools.org, as the Title IX Coordinator. **Karie Lauwagie, 504 Coordinator**, 100 Lincoln Drive, Saint Peter, MN 56082, (507) 934-4210, klauwagie@stpetersschools.org, serves as the district's Americans with Disabilities Act and Section 504 contact. Families seeking reasonable accommodations or who have questions about equal access may contact either coordinator, the building principal, or the superintendent.²³

Harassment and Violence — Policy 413

The district prohibits harassment or violence based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation (including gender identity or expression), or disability. A student, parent/guardian, employee, or other person should report suspected harassment or violence immediately. Reports may be oral or written; use of a form is encouraged but not required. Reports may be made to the North Elementary principal or designee, directly to the district human rights officer, or to the superintendent. If a report involves the principal or building report taker, report directly to the human rights officer or superintendent.

Good-faith reporters and witnesses are protected from retaliation. The district will respect privacy as far as its duties to investigate, act, and comply with law allow and will investigate reports and take appropriate remedial or disciplinary action. The current official district staff directory lists [Karie Lauwagie](#) as the district human rights officer at [507-934-4210 ext. 5016](#).¹

What Students Need to Know

Valuables

Items brought to school are the student's responsibility. It is strongly suggested that valuable items be left at home. School staff cannot guarantee that personal items will be kept safe and secure.

Textbooks and Library Books

All textbooks and library books are furnished free of charge by the school district. Parents and guardians assume financial responsibility for lost or damaged books.

Personal Electronic Devices

Students are **encouraged not to bring personal cell phones, smart watches, or other electronic devices** to school. If a student chooses to bring a device, the following expectations apply:

- Students assume the risk of damage, theft, or loss.
- All personal electronic devices must remain in student backpacks or lockers during the academic school day (8:00 a.m.–3:00 p.m.), including lunch and recess.
- Devices may be used before and after the school day for checking in with family, appropriate communication, and sharing school-appropriate material with friends.
- Staff may take devices away from students when they are being misused. Guardian will be notified and may pick up the device from the office.

Additional Device Guidelines

- Cell phone use of any kind is not permitted in bathrooms.
- Earbuds/headphones may be allowed at designated times for instructional purposes on school-approved or school-issued devices.
- Phone and smartwatch use during lockdown and fire drills is prohibited.
- Recording or photographing staff members or other students without permission is not allowed.
- Using devices to bully or harass classmates is not permitted and may result in disciplinary action.

Students who need to contact family during the school day must ask permission to use a school phone. Parents are encouraged to contact the main office if they need to relay a message. Please contact the office **prior to 2:00 p.m.** if your child needs to receive the message before the end of the day.

Responsible Use of Technology

School-assigned technology devices are intended for educational use at school each day. Many assignments, assessments, and course content are delivered through devices. Students are expected to use technology responsibly at all times.

Backgrounds, Passwords, and Apple IDs

- Inappropriate media may not be used as a background or stored on school devices.
- Presence of weapons, pornographic materials, inappropriate language, alcohol, drugs, or gang-related content will result in disciplinary action.
- Protect your password — do not share it with others.
- Elementary iPads do not require individual Apple IDs. Chromebooks require a district-issued Gmail username and password.

Accessing and Saving Digital Work

- Most coursework will be uploaded to a cloud service or shared with the teacher — not saved locally on the device.
- Google Drive (Docs, Slides, Sheets, Drawings, Forms) is available for student use.

Acceptable Use Guidelines

- Access to school technology resources is a *privilege*, not a right.
- Transmission of material violating federal or state law — including copyrighted, threatening, or obscene material — is strictly prohibited.
- Any attempt to alter data, device configuration, or another user's files without consent is considered vandalism and subject to discipline.
- Do not visit unapproved social media sites or chat rooms.
- Do not reveal your full name, phone number, home address, or password to anyone online.
- If you accidentally access inappropriate content, exit immediately and report it to your teacher.
- Sharing student work or images on school or school-sanctioned sites requires prior parent approval.
- Plagiarism — including from internet sources — is a violation of school policy. Always give credit.
- Electronic mail and network usage are subject to inspection by designated district staff at any time.

Policy Reference: The district's full Internet Safety and Acceptable Use Policy is available at [School Board policy page](#). Non-compliance may result in disciplinary action.

Damage/Repair Fees

Damages and repairs are handled on a case-by-case basis per school district property usage policies.
Fines may be levied, with amounts never exceeding the full cost of the device and/or case.

How We Support Every Learner - Our mnMTSS Framework

North Elementary uses the **Minnesota Multi-Tiered System of Supports (mnMTSS)** framework to help students succeed academically, behaviorally, and socially. Staff review student needs and use tiers to provide support.

Support may include strong classroom instruction, additional practice, small-group learning, check-ins, enrichment, or more individualized assistance. The type and level of support may change as student needs change.

Family Partnership

Families are important partners in student success. When a student receives support beyond typical classroom instruction, school staff will communicate with the family as appropriate and share relevant progress information. Questions about a student's support may be directed to the classroom teacher or building principal.

Board Policy Reference: North Elementary's use of tiered supports aligns with Saint Peter ISD 508 Board Policy 601 (School District Curriculum and Instruction Goals). Full policy text is available at [School Board policy page](#).

Building-Wide Behavioral Expectations & Social-Emotional Learning

Super Saints PBIS Program

North Elementary's Positive Behavioral Interventions and Supports (PBIS) system is called **Super Saints**. Staff teach, model, practice, and reinforce three building-wide themes across classrooms, hallways, the cafeteria, the playground, restrooms, buses, and school activities:

- **Be Responsible** - make safe, prepared, and accountable choices.
- **Show Grit** - persevere, learn from challenges, and keep trying.
- **Be a Leader** - set a positive example, help others, and contribute to the school community.

Connection to Character Strong

North's building themes complement Character Strong's themes of **Be Kind**, **Be Well**, and **Be Strong**. Students connect the themes in the following ways:

- **Be Responsible** connects with **Be Well** by encouraging students to care for themselves, make healthy choices, and manage their actions.
- **Show Grit** connects with **Be Strong** by encouraging perseverance, courage, and resilience.
- **Be a Leader** connects with **Be Kind** by encouraging empathy, respect, service, and a positive example for others.

Super Saints expectations are reinforced through preventative reminders, clear directions, opportunities to respond, affirmative attention, Saints Center videos, and Golden Tickets. Character Strong lessons provide additional opportunities for students to practice social-emotional skills during class meetings and throughout the school day.

Setting-Specific Expectations

- **Playground:** Follow supervisor directions, stay within boundaries, use only approved equipment, refrain from unsafe play.
- **Hallways:** Walk and talk quietly, carry equipment, close lockers quietly, wait for supervisor direction.
- **Restrooms:** Behave in a socially acceptable manner at all times.
- **Cafeteria:** Behave appropriately, sit in designated areas, proceed directly to the next activity.
- **Classrooms:** Follow teacher directions respectfully; be ready to learn at 8:00 a.m.

Extreme Misconduct and Policy Scope

North Elementary follows Board Policy 506 for conduct involving drugs/alcohol, assault, weapons, harassment, serious disruption, or threats to people or property. Students have the right to an education, to learn, and to feel safe and included. They are responsible, in a manner appropriate to grade and program, for following school rules, attending regularly, respecting others and property, cooperating with staff, and avoiding conduct that disrupts learning or endangers people or property. Policy 506 applies on school property, transportation and bus stops, school-sponsored activities and trips, and to other conduct within the policy's jurisdiction. The current policy is available at the North office or on the [School Board policy page](#).

Consequences & the Plan for Change Process

Although North promotes self-regulation, disciplinary measures may be necessary. When a student needs redirection:

- The adult will inform the student of the behavioral concern, and guardians will be notified.
- The student may be removed from the classroom and sent to the Saints Ready room or the North Office to complete a *Plan for Change*.
- A summary of the concern and the Plan for Change will be sent home to parents/guardians.

North uses nonexclusionary and developmentally appropriate responses whenever appropriate, including positive behavioral interventions, social-emotional supports, problem solving, family partnership, and the Plan for Change process. Policy 506 governs any removal, suspension, exclusion, or expulsion. Students in kindergarten through grade 3 are not subject to dismissal under the Minnesota Pupil Fair Dismissal Act, except a dismissal for less than one school day and subject to protections for students with disabilities. Expulsion or exclusion may be used only after nonexclusionary resources have been exhausted and only when an ongoing serious safety threat exists. Grade 4 students are subject to the due-process and notice procedures in Policy 506 and Minn. Stat. §§ 121A.40–121A.56. When suspension procedures apply, required written notice will include the grounds, a brief statement of facts, a

description of testimony, any applicable readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act; a readmission plan may be included as provided by policy.

Recess and Meals

Recess will not be withheld because of incomplete schoolwork. Recess detention may be used only when a student causes or is likely to cause serious physical harm, the parent/guardian specifically consents, or an IEP team determines it is appropriate for a student receiving special education. Staff will make a reasonable attempt to notify a parent/guardian within 24 hours of recess detention. Scheduled mealtimes will not be withheld or excessively delayed as discipline.

Bullying Prohibition — Policy 514

Bullying, cyberbullying, malicious or sadistic conduct, sexual exploitation, retaliation or reprisal, and knowingly false reports are prohibited. Policy 514 applies on school premises and property; at school functions, activities, and transportation; through district technology; and to off-campus electronic conduct that substantially and materially disrupts student learning or the school environment. A student may violate the policy by directly engaging in prohibited conduct or by indirectly condoning or supporting it.

A student, parent/guardian, employee, or other person with knowledge or belief of possible prohibited conduct should report it immediately to the principal, principal's designee, building supervisor, district human rights officer, or superintendent. Reports may be oral or written and may be anonymous; use of a form is not required. The principal or designee is North's building report taker. Good-faith reporters and witnesses are protected from retaliation. The district will protect privacy as far as law and its duties allow, begin or authorize an investigation within three school days, and take appropriate remedial or disciplinary action. Families of involved students will be notified of confirmed incidents and action to the extent permitted by law.

SEL at Home: How Families Can Help

The social-emotional skills students learn at North are most powerful when reinforced at home. Families can connect North's building themes with Character Strong in everyday conversations:

- **Be Responsible / Be Well:** Encourage healthy routines, preparation, self-management, and ownership of choices.
- **Show Grit / Be Strong:** Celebrate effort, persistence, courage, and learning from challenges.
- **Be a Leader / Be Kind:** Notice empathy, respect, service, and positive examples for others.

- Ask your child how they demonstrated a Super Saints theme or applied a Character Strong lesson during the school day.

School Operations & Communications

Staying Connected: Communications Home

Schools may be closed by the Superintendent in the event of extreme weather or emergency. The district uses **Thrillshare** to deliver announcements to the phone and email on file with the district. **Please notify the school office promptly of any address or phone number changes** so you continue to receive emergency messages and so that emergency contact and transportation records stay current.

All North students access a shared virtual space called **Seesaw**. On a Flexible Learning Day, students log in and complete teacher-assigned tasks (posted by 10:00 a.m.). Students without home internet access will complete tasks the next school day. **Report cards** are available at the end of each quarter through **Infinite Campus** and may be mailed home after each grading period. Contact central registration at the district office to set up your Infinite Campus account.

School Meals — Policy 534

North provides each student up to one federally reimbursable breakfast and one federally reimbursable lunch per school day at no cost. A second breakfast or second lunch may be purchased at the nonprogram price. Students use meal accounts for second meals, a-la-carte items, and other chargeable purchases. When an account reaches zero, a student may charge no more than \$20; after that limit, second meals and a-la-carte items may not be charged. A student with a negative balance may not charge a snack item. A reimbursable meal already served will not be taken away, and a student eligible for free or reduced-price meals will always be served a reimbursable meal.

The district will make reasonable efforts to notify families of low or negative balances and resolve unpaid charges without demeaning, stigmatizing, or publicly identifying a student. Meal debt will not limit participation in school activities, graduation, field trips, athletics, clubs, or access to district-provided materials or technology. Negative balances over \$200 that remain unpaid at year end may be referred for collection after reasonable district collection efforts. Contact the school office for the current meal-account assistance route.

School Grounds, Arrival & Dismissal

Please use **7th Street or Flandrau Street** for drop-off and pick-up (the parking lot is reserved for buses 7:40–8:00 a.m. and 2:45–3:05 p.m.). Supervision begins at **7:45 a.m.**; students should not arrive earlier. Crossing guards supervise students waiting for pick-up until **3:15 p.m.** — students remaining after 3:15

p.m. are brought to the office to contact parents. During inclement weather, students may wait inside the building entrance. North's behavioral expectations apply on school grounds at all times.

Students may ride **traditional bicycles, nonmotorized scooters, skateboards, or similar devices** to school with family permission. For safety, students must walk these devices on school grounds, park them in the designated area, and are strongly encouraged to wear a properly fitted helmet. Minnesota law prohibits children under age 15 from operating an electric-assisted bicycle and children under age 12 from operating a motorized foot scooter; therefore, North Elementary students should not ride e-bikes, electric scooters, motorized bicycles, or similar motor-powered devices to school. Such devices should not be operated, parked, or stored on school property. Families are responsible for ensuring that students follow Minnesota law and all applicable local traffic ordinances. (Minn. Stat. §§ 169.222–169.225).

Attendance

Regular school attendance is essential to student success. Attendance is taken **once each school day between 8:00 and 8:15 a.m. by the homeroom teacher**. Students arriving from **8:00 through 8:15 a.m.** are coded **tardy**. Students arriving **after 8:15 a.m.** are coded **absent for attendance-status purposes**; their actual arrival time and minutes present are recorded, so this coding does not automatically mean a full-day absence.

North Elementary has a **7-hour instructional day**. Attendance rates are tracked by the minute based on the amount of time each student is present. Arrival and departure times are recorded so the student's attendance record reflects the actual minutes attended.

When a student will be absent or late, parents or guardians should call the school office at **(507) 934-3260** or email our attendance clerk at satorbenson@stpetersschools.org. If there is no answer, leave a message that includes the caller's name, the student's name, and the reason for the absence or late arrival.

Parent Responsibilities

Minnesota compulsory-instruction requirements and Board Policy 503 require students to attend every day school is in session unless excused. Parents/guardians are responsible for ensuring attendance, notifying the school of an absence, and working cooperatively with the school and student to address attendance concerns. The school may request written verification of the reason for an absence. A note from a physician or licensed mental-health professional stating that the child cannot attend is a valid excuse.

- Encourage your student to attend school every day and arrive before 8:00 a.m.
- Notify the office when your child will be absent, tardy, arrive late, or leave early.
- Limit absences by scheduling appointments, vacations, and family visits on non-school days whenever possible.

Students with an excused absence must complete missed assignments or an alternative assignment selected by the teacher. The teacher or principal will provide the applicable deadline and process and may extend the time for an extended illness or other extenuating circumstances.

The district will make reasonable efforts to accommodate a student who seeks to be excused from a curricular activity for a religious observance. Direct accommodation requests to the building principal.

Excused vs. Unexcused Absences — Quick Reference

The following visual summarizes what counts as an excused or unexcused absence. Final determination is at the discretion of the principal per Board Policy 503.

EXCUSED Absences	UNEXCUSED Absences
• Illness • Serious illness in immediate family • Death, serious illness, or funeral of an immediate family member • Medical, dental, orthodontic, or counseling appointment • Court appearance (family or personal) • Religious instruction or instruction by a Tribal spiritual or cultural advisor (combined maximum three hours per week, outside a public school building and not at public expense) • Observance of religious events • Physical emergency (fire, flood, storm, etc.) • Official school field trip or school-sponsored outing • Suspension (handled as excused) • Family emergency • Active military duty (U.S. armed forces) • Ongoing treatment for a mental health diagnosis • Family vacation <i>with prior Principal approval</i> • Visits to schools or colleges (with prior approval) • Unusual situations — at principal's discretion	• Absence with no parent/guardian notification • Vacation or travel without prior principal approval through the North Elementary Excused Absence form. • Staying home for non-illness reasons without contact • Oversleeping or missing the bus (without extenuating circumstances) • Keeping a student home to help with family tasks • Any absence not meeting an excused reason above <i>Attendance patterns may result in additional family communication and tiered support.</i>

Attendance Review and Tiered Support

North Elementary reviews attendance information, including tardies, absences, early departures, and total minutes present. When a pattern affects a student's access to instruction, staff may contact the family, identify barriers, and use tiers to provide support. The type and level of support will depend on the student's circumstances and may change as needs change.

We want to partner with families early. If transportation, health, housing, or another concern is affecting attendance, please contact the school office or school social worker so the school can help identify possible supports.

Policy Reference: Board Policy 503 (Student Attendance) governs attendance expectations, excused and unexcused absences, and the district's intervention response. Full text: [School Board policy page](#).

Transfer from School

When a student transfers from North Elementary, please notify the school office as early as possible. Student records will be forwarded to the receiving school upon request.

Child Abuse and Neglect

All North Elementary staff are mandatory reporters under Minnesota law. Any suspected child abuse or neglect must be reported to the appropriate authorities. The safety and well-being of every child is our highest priority.

Health & Safety

When Should a Child Stay Home?

Please keep your child home if they have any of the following:

- A fever of 100°F or higher (students must be fever-free for 24 hours without fever-reducing medication before returning)
- Vomiting or diarrhea within the past 24 hours
- A contagious illness or rash of unknown origin
- Pink eye (conjunctivitis) with discharge
- Any condition the school nurse has advised requires staying home

If you are unsure whether your child should come to school, call the school nurse for guidance.

Emergency Care Policy

In the event of a medical emergency, school staff will administer first aid and immediately contact parents/guardians and, when necessary, emergency medical services. It is essential that up-to-date emergency contact information is on file with the school at all times. Students will not be sent home without a responsible adult to receive them.

Medication

The school nurse or designated staff may administer medication to students during school hours only when the following are on file: a completed parent/guardian authorization form and — for prescription medications — a physician's authorization. All medications must be in their original, labeled container.

Students may not self-administer medication (except as authorized for emergency use such as EpiPens or inhalers, with proper documentation on file).

Immunization Law

Minnesota state law requires that all students be immunized against certain communicable diseases or have a valid exemption on file. Current immunization records must be submitted to the school before the first day of attendance. Contact the school office or nurse with questions about required immunizations.

Communicable Diseases

Parents will be notified if their child is exposed to a reportable communicable disease. The school nurse follows current Minnesota Department of Health guidelines for exclusion periods and return-to-school requirements.

Staying Indoors at Recess

If a student has a health condition that requires staying indoors during recess, a physician's order must be on file with the school nurse. Students remaining indoors are supervised by school staff.

Additional Information

Lost and Found

Lost and found items are collected near the gym. Unclaimed items will be donated periodically throughout the school year. **Please label your child's belongings** — coats, boots, lunch boxes, water bottles, etc. — to make it easier to return lost items.

Dress for the Weather

Students participate in outdoor recess daily when weather permits. Please dress students appropriately for the season, especially during Minnesota winters. On cold days, hats, mittens, and boots make a significant difference in students' comfort and ability to fully participate in outdoor recess.

Treats and Classroom Celebrations

Birthday or classroom celebration treats are welcome on special occasions. Please notify your child's teacher in advance. In keeping with our school-wide nutrition goals, we encourage parents to check with the teacher about healthy treat options. The school must accommodate any known student allergies.

Private Parties

Invitations to private parties may not be distributed at school unless the *entire class* is invited. We ask that families be thoughtful about exclusion and its social-emotional impact on students.

Athletic Events at the Middle and High School

North Elementary students who attend athletic events at the middle school or high school are expected to follow the behavioral expectations of North Elementary and the host school. Students should be accompanied by a parent or adult guardian at all times during off-campus events.

Soliciting and Trading

Students may not sell items to or buy items from other students at school without prior approval from the principal. Trading of personal items is also discouraged to prevent conflict and loss.

Distribution of Nonschool-Sponsored Materials — Policy 505

Students and employees who wish to distribute, sell, post, display, or electronically circulate nonschool-sponsored material on school premises must submit a copy to the principal for approval at least 24 hours

before the requested distribution. The request must identify the requester, requested date and time, requested location, and—if intended for students—the grade levels. The principal will respond within one school day. If no response is received, the requester should contact the office to verify receipt. A person dissatisfied with the principal's decision may submit a written appeal to the superintendent, who will issue a decision within three school days, excluding weekends and holidays.

Distribution may not disrupt school activities, block safe movement, coerce anyone to accept material, violate law, invade privacy, be obscene or harmful to minors, advocate illegal conduct, contain threats or fighting words, or create a material and substantial disruption. The administration may impose reasonable time, place, and manner restrictions. Unauthorized distribution will be halted and may result in discipline under Policy 506; other parties may be asked to leave, and law enforcement may be contacted if necessary.

School Visitation by Children

Students may not bring other children — siblings, cousins, or neighborhood friends — to school with them without specific, advance approval from the principal.

Elopement Plan

North Elementary has a building-wide Elopement Plan in place to ensure student safety in the event a student attempts to leave the building or school grounds without authorization. All staff are trained on this protocol. Parents of students who have a history of or risk for elopement are encouraged to speak with the principal to ensure individual safety plans are in place and current.

Summer Programming — Policy 623

Saint Peter ISD 508 offers summer school instruction aligned with Board Policy 623 (Summer School Instruction). Information about summer programming — including eligibility, dates, and enrollment — is communicated in the spring. The district is committed to providing equitable access to summer learning for all students who could benefit from additional academic support.

Board Policy 623 (Summer School Instruction) Full text is available at [School Board policy page](#).

Building-Wide Student Assessments & Special Education

North Elementary uses a comprehensive assessment system to understand each student's learning, monitor progress over time, and make instructional decisions. Assessment information helps staff determine whether students may benefit from additional support or enrichment through the school's mnMTSS framework.

Screening Assessments (Grades 2–4)

All students are screened three times per year (fall, winter, spring) using universal screeners in reading, math, and social/emotional wellness. These screeners help us identify students who may benefit from additional support or enrichment before concerns become significant. Results are shared with families through conferences and Infinite Campus.

Student Surveys — Policy 520

The district will notify parents/guardians at the beginning of the school year, after substantive policy changes, and directly before a student is scheduled to participate in a survey. The notice will provide specific or approximate dates when known. Parents/guardians may review a survey and opt their student out; no academic or other penalty will be imposed for opting out. General student surveys are administered anonymously and without a mechanism to identify who participated or returned a survey. Surveys involving specified personal or sensitive topics are subject to additional notice, consent, inspection, privacy, and opt-out protections under Policy 520 and federal law. Contact the principal to review a planned survey or submit an opt-out.

Curriculum-Based Measures (CBM)

Teachers use frequent, brief Curriculum-Based Measures to track student progress in reading fluency, comprehension, and math skills. Staff may review this information in PLC (Professional Learning Community) meetings and use it to adjust instruction and determine whether additional support or enrichment may be helpful.

Minnesota Comprehensive Assessments (MCA) — Grades 3 & 4

Students in grades 3 and 4 participate in the **Minnesota Comprehensive Assessments (MCA)** in reading and mathematics each spring. MCA results provide information about student performance relative to Minnesota state academic standards. Results are shared with families in late summer/early

fall. MCA scores are one of many data points used to understand student learning and do not determine grade promotion or retention on their own.

Statewide Assessment Participation and Refusal Information

Minnesota provides a Parent/Guardian Participation Guide and information and a form for refusing student participation in statewide assessments. Families considering refusal should review the current Minnesota Department of Education materials and submit the current form according to district procedures: <https://education.mn.gov/MDE/fam/tests/StudentParticipation/>. Contact the building principal for the district submission process and applicable timelines.

Progress Monitoring for Students Receiving Additional Support

Students receiving additional support may be monitored more frequently. Staff use progress information to determine whether support should continue or change, and families receive communication as appropriate.

Students Receiving Special Education Services

Students who qualify for Special Education services receive an **Individualized Education Program (IEP)**, developed collaboratively by a team that includes the parents/guardians, classroom teacher, special education teacher, and other relevant staff. Annual IEP meetings are required by federal law (IDEA). Parents have the right to participate in all IEP decisions, to request an independent evaluation, and to dispute any eligibility or placement decisions through the due process procedures outlined by the Minnesota Department of Education.

If you have questions about your child's IEP or Special Education services, please contact the school's Special Education Case Facilitator or the building principal.

Board Policy Reference: Assessment and Special Education practices are governed by Minnesota state law and aligned with Saint Peter ISD 508 Board Policy 601 (School District Curriculum and Instruction Goals). The district's Title I program provides additional academic support to eligible students. For Title I information, contact the building principal.

Appendix: Required Board Policies and Annual Notices

The following Saint Peter ISD 508 Board policies and annual notices are addressed in this handbook. Concise family-facing summaries appear throughout the handbook, and the complete supplied texts of Policies 419, 505, 514, and 526 appear in this appendix. Policy 515 and the statewide assessment participation guide remain link-based because their complete source content was not included in the supplied export. Current board-adopted policies are available at <https://www.stpeterschools.org/page/school-board> or from the District Office.

Policy	Title	Relevance to Families
404	Employment Background Checks	Requires checks for specified employment and coaching offers and permits checks for additional covered roles
413	Harassment and Violence	Prohibits harassment and violence; outlines complaint procedures
419	Tobacco-Free Environment; Vaping Awareness	Prohibits tobacco and electronic delivery devices on school grounds
503	Student Attendance	Defines excused/unexcused absences and attendance expectations
505	Distribution of Non-School-Sponsored Materials	Governs distribution of materials on school premises by students and employees
506	Student Discipline	Outlines disciplinary procedures and student rights
510	School Activities	Governs student participation in school activities
514	Bullying Prohibition Policy	Defines bullying; outlines reporting and response procedures
515	Student Records	Governs access to, privacy of, and retention of student records
520	Student Surveys	Governs consent requirements for student surveys

526	Hazing Prohibition	Prohibits hazing at all school-related events
534	School Meals Policy	Governs school meal programs and unpaid meal charges
601	School District Curriculum and Instruction Goals	Establishes the district's commitment to a guaranteed, viable, standards-aligned curriculum for all students
623	Summer School Instruction	Governs summer learning programs
908	Volunteers	Outlines expectations and requirements for school volunteers

Tobacco-Free Environment — Policy 419

Smoking and the use of tobacco, tobacco-related devices, activated electronic delivery devices, and heated tobacco products are prohibited for all persons in district facilities; on district property; in district-owned, leased, rented, contracted, or controlled vehicles; and at district-sponsored off-campus events. Elementary students may not possess tobacco, tobacco-related devices, or electronic delivery devices in these locations or events. Violations are addressed under district discipline and enforcement procedures. Policy exceptions include specified American Indian spiritual or cultural practices and possession by an adult nonstudent of an FDA-approved cessation or medical product; those exceptions do not generally authorize smoking or tobacco/device use. No person may be retaliated against for exercising a legal right to a smoke-free environment.

Hazing Prohibition — Policy 526

Hazing is prohibited. No student, employee, volunteer, contractor, or other person may plan, direct, encourage, aid, permit, condone, or tolerate hazing, and a person's apparent permission or consent does not eliminate the prohibition. The policy applies to conduct connected with student organizations whether or not the organization is officially recognized and whether conduct occurs on or off school property or during or outside school hours.

Anyone who believes hazing occurred or has knowledge or belief of possible hazing should report it immediately. Reports may be oral or written and may be anonymous; use of a form is not required. Reports may be made to the principal, designee or building supervisor, district human rights officer, or superintendent. Good-faith reporters and witnesses are protected from retaliation. The district will protect privacy as far as law and its duties allow, begin or authorize an investigation within three days,

and take appropriate remedial or disciplinary action. Families of students involved in a confirmed incident will be notified to the extent permitted by law.

Policy publication and source note. The complete supplied texts of Policies 419, 505, 514, and 526 appear below, following the concise family summaries elsewhere in this handbook. Policy 515 and the statewide assessment participation guide remain link-based because their complete texts were not included in the supplied export. Current board-adopted policies are available at <https://www.stpetersschools.org/page/school-board>; statewide assessment participation and refusal materials are available from the [Minnesota Department of Education](#).

SAINT PETER MIDDLE SCHOOL

STUDENT – PARENT HANDBOOK

2026 – 2027



100 Lincoln Drive – Saint Peter, MN 56082-1332

Phone: (507) 934-4210 • FAX: (507) 934-4783

<https://www.saintpeterschools.org/o/spms>

Welcome to Saint Peter Middle School

We are committed to meeting the unique needs of the middle-level learner. We strive to equip each student with the knowledge and skills necessary for their next level of education and life. We will reach this goal by fostering a collaborative learning environment inclusive of rigorous core content and exploratory opportunities which are responsive to the academic, physical, and social emotional needs of fifth through eighth grade students.

At Saint Peter Middle School, you will experience:

A Collaborative Learning Environment

Each student will belong to one of four “houses.” Each house consists of approximately 150 students who share the same four core content teachers (English language arts, math, science, and social studies). Our four houses include Oak (5th Grade), Spruce (6th Grade), Maple (7th Grade) and Pine (8th Grade) Houses. Teachers within each house meet regularly as a collaborative team to identify, discuss, and respond to individual student needs.

Rigorous Core and Exploratory Courses

At each grade level, students learn essential content in English language arts, math, science, and social studies, health and physical education. Students also engage in exploratory and elective courses (art, family and consumer science, music (band/choir), and STEM (science, technology, engineering, and math). These exploratory and elective courses build upon core content knowledge and increase students’ acquisition of 21st century skills – collaboration, communication, critical thinking, and creativity – through a broad range of hands-on learning activities. Further, exploratory and elective courses provide students the opportunity to explore their individual strengths and interests. Exposure to multiple exploratory courses aids students in choosing courses in high school and ultimately in making decisions for future career paths.

Physical, Social, and Emotional Learning

Students in middle school are navigating school and life amidst physical, social, and intellectual change. Saint Peter Middle School recognizes and embraces the role it plays in the positive development of each, and is committed to supporting its students on their journey through early adolescence. Each student is assigned to an advisor who will get to know them, advocate for them, and serve as a general conduit between school and home. In addition to the advisor-advisee program, students will learn healthy decision making and habits through health, physical education, and family and consumer science courses, and have a daily recess period to accommodate the physical activity needs of students.

We look forward to working with you!

Sincerely,

Jessi Buttell, Principal • Steve Alger, Dean of Students

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A. Course Offerings

5th Grade and 6th Grade	7th Grade and 8th Grade
Advisory (Every third day) Core: English Language Arts Health/Physical Education (Alternating days) Math Science Social Studies Exploratory: Art (Quarter) Family and Consumer Science (Quarter) General Music (Semester) Elective (Every third day): Band (6th Grade) Intervention: Reading (Assigned) Math Intervention (Assigned)	Advisory (Every third day) Core: English Language Arts Health/Physical Education (Alternating days) Life Science (7th)/Physical Science (8th) Pre-Algebra (7th)/Algebra (8th) US Studies (7th)/Geography (8th) Exploratory: Art (Quarter) Family and Consumer Science (Quarter) STEM (Semester) Elective (Every third day): Band Choir Intervention: Reading (Assigned) Math Intervention (Assigned)

B. Academic Integrity

We expect our students to show Saints PRIDE, and hold our students and staff to the highest standards of performance and integrity at Saint Peter Middle School.

Academic integrity is achieved when a student:

1. Takes full credit for his or her own work, and gives full credit to those who have helped or influenced him or her.
2. Represents his or her own work honestly and accurately.
3. Collaborates with other students only as specifically directed or authorized.

Student behaviors that promote academic integrity and student achievement:

1. Prioritize a realistic schedule and balance academics, extracurricular, social and family life, and sleep. It may be necessary to limit activities when feeling overwhelmed.
2. Be organized. Keep class notes and handouts in a binder or other organizational tool that is easily accessible. Organization reduces anxiety when studying for a test or completing assignments.
3. Seek help from teachers. Ask for clarification if you do not understand an assignment.
4. Keep current with assignments. Don't wait until the last minute to study for a test or complete an assignment. Time management is a lifelong skill.
5. Only work with another student if the teacher has specifically given permission.
6. Accept that real learning requires serious and sometimes tedious effort and dedication.

Academic Integrity Violations

I. Level 1 Violations:

Copying another student's homework, class work, or ideas without the instructor's permission; not acknowledging the writer's ideas or direct words within an assignment; copying or paraphrasing an excerpt from the internet or any other source without citing the source (Cheating/Plagiarism).

Allowing another student to copy homework or class work without the instructor's permission (Facilitation).
Misrepresenting oneself to the teacher (Falsification).

II. Level 2 Violations:

Cheating on exams, tests, or quizzes; copying or buying an essay, lab report, or project and submitting it as your own (Cheating/Plagiarism).

Using an assignment from a student who previously took the course, or providing that assignment to a current student (Facilitation).

III. Level 1 Consequences:

Teacher confers with the student and notifies the parent(s); alternate assignment or no credit for assignment; minor referral to administrator.

IV. Level 2 Consequences:

Teacher confers with student and notifies parent(s); no credit for assignment; major referral to administrator; administrative conference; office consequence.

C. Grading

1. Middle School grades are given each quarter. The grade for each quarter is determined by percentages, with a final grade for a quarter, semester, or year-long course determined by averaging percentages.
2. Grade marks are an indicator of academic performance – a tool used to determine progress toward a particular skill or knowledge base. Marks are not intended to be used in a punitive manner, nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.
3. SPMS utilizes a weighted grading system. 20% of a student's quarter grade is based on formative assessments (i.e., daily or practice work) while 80% is based on summative or end-of-unit tests, quizzes, or projects.

D. Retakes

1. SPMS allows the retake of summative assessments for full credit.
2. Summative assessment retakes must be completed within two weeks from receiving teacher feedback on the original summative assessment.
3. All formative/practice assignments for a given unit must be submitted prior to conducting a retake.

E. Late Work

1. Points will not be deducted for formative or summative work that is not turned in by the due date.
2. Late work for each unit will be accepted for two weeks after the original date of the unit's summative assessment. Beyond this timeframe, all formative work that is not turned in will become a zero in the gradebook.
3. Summative work (first attempt) will be accepted until the end of the quarter. Students who have not completed all summative work by the end of the quarter will be awarded an Incomplete on their quarter report card.

F. Incompletes

1. A mark of "Incomplete" may be given to a student who has not completed all the requirements of a course.
2. All incompletes must be made up within three (3) weeks of the end of the quarter/semester in which they occurred. An incomplete not made up within three (3) weeks will result in the loss of credit for any unfinished work.

G. Parent/Guardian Contact

1. Report cards are available online to parents, guardians, and students. Paper copies will be mailed per parent/guardian request. Academic progress reports are available online throughout the school year via Infinite Campus.
2. Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar, which can be accessed on the district website at stpetersschools.org.
3. In cases when significant academic or social concerns arise, the school will convene a meeting with the student, parent/guardians, and teacher to develop an improvement plan.
4. The school's Student Support Team monitors progress on each student's improvement plan.
5. Parents will receive a midterm notification from the school when a student is not passing a class.
6. Parents are encouraged to access Infinite Campus to stay current with their student's progress at school. For more information or to sign up for the parent portal, contact Betsy Blume at 934-5703 ext. 1016 or BBlume@stpetersschools.org.

H. Summer School/Targeted Services

1. Students who earn two or more final "F" grades in classes will be assigned to attend a three-week (60-hour) summer school session designed to deliver the math and reading knowledge and skills necessary for students to be successful in their next grade level.
2. Invites to summer targeted services will also be sent based on math and reading standardized assessment scores.

I. Guidance and Social Work

I. The School Counseling Program at SPMS is designed to be comprehensive and developmentally appropriate for students at the middle level. The School Counselor and Social Worker assist students with personal and social difficulties, academic challenges, academic and career planning, and connecting students and families with outside resources. School counseling and social work services are available to all students. Students interested in meeting with the school counselor or social worker should come to the counseling office to sign up for an appointment – the ideal time is before school, during passing time, during lunch, after school, or with permission from the classroom teacher. The counselor or social worker will prepare a pass and meet with the student as soon as possible.

II. It may be advisable to hold a Student Assistance Team (S.A.T.) meeting at the request of the counselor, social worker, teacher, principal, or parent to address concerns regarding a student's progress in school. This meeting provides the opportunity for SPMS faculty to concentrate their efforts to better understand, resolve, or address a particular student's difficulties. Parents or any staff member who works with the student may request a S.A.T. meeting for that child.

III. Questions about school counseling or social work services can be directed to Michelle Doose, School Counselor (mdoose@stpetersschools.org), Kylie Kuhlman, School Social Worker (kkuhlman@stpetersschools.org), or Karie Lauwagie, School Social Worker (klauwagie@stpetersschools.org).

Section 2: Attendance

Regular attendance is absolutely essential to progress in schoolwork. It is our goal to help students develop the habit of being on time and prepared; life skills that will transfer to their adulthood. ([SPPS Attendance Policy](#))

A. School Day

The instructional school day for Saint Peter Middle School is from 8:25 am – 3:10 pm.

B. Building Security/Supervision

1. Building doors will open for student entrance at 8:05 am. All entrance doors into the building will be locked at 8:25 am except the office entrance doors (Capitol Drive – Door A).
2. Supervision will be provided for students from 8:05 am to the conclusion of the instructional day. Students are encouraged to leave the school grounds unless they are supervised by a staff member (coach, advisor, teacher, etc.), as there is no formal supervision following the 3:10 pm dismissal.

C. Drop off/Pick Up

Pick up and drop off locations are designated for the following areas:

- Football Field Parking lot loop (at the top of Grace Street)
- Capitol Drive: **Reserved for drop off/pick up during school hours and for students with limited mobility.**
- District Office Parking Lot (North end of building): Accessible via Broadway
- Pool Parking Lot (South end of building): Accessible via Grace Street
- Lincoln Drive – **Bus drop-off and pick-up only**
 - Buses will drop off approximately 8:00–8:05 AM
 - Buses will pick up approximately 3:10–3:15 PM

D. Absences

1. If a student must miss school, a parent/guardian must contact the middle school office to verify/excuse the absence. If there is no answer, leave a message with a short description including your name, your student's name, and why the student will be absent (a written description will also be accepted). Please call the school the morning of the absence to help ensure all students are safe and accounted for. Absences will be marked unexcused until a parent/guardian has contacted the school.
2. Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by parents and students as guidelines:
 - a. Illness.
 - b. Serious illness in the student's immediate family.
 - c. A death or funeral in the student's immediate family or of a close friend or relative.
 - d. Medical, dental, or orthodontic treatment, or a counseling appointment.
 - e. Court appearances occasioned by family or personal action.
 - f. Religious instruction not to exceed three hours in any week.

- g. Observance of religious events.
- h. Physical emergency conditions such as fire, flood, storm, etc.
- i. Official school field trip or other school-sponsored outing.
- j. Removal of a student pursuant to a suspension (handled as excused; students may complete make-up work).
- k. Family emergencies.
- l. Active duty in any military branch of the United States.
- m. A student's condition that requires ongoing treatment for a mental health diagnosis.
- n. The building principal can/may make exceptions for unusual situations.
- o. Families with prior principal approval; personal trips to schools or colleges.

Absence Procedure

- Parents/guardians call the middle school office the morning of absence to verify/excuse the absence.
 - Phone: 507-934-4210.
- Upon return to school, the student will stop in the office to pick up a blue assignment sheet, designed to help students keep track of any missing work.
- The student will then take the assignment sheet to each teacher throughout the day and collect any missing work.

E. Anticipation of Absence

Students who anticipate an absence should call the school office in advance. In most cases, students will be able to acquire material they will miss from their teacher ahead of time and stay current with course content.

- Anticipated absence procedure:
 - Parent/guardian calls the school to inform of upcoming absence.
 - Students stop in the office prior to the upcoming absence and obtain a pink assignment sheet, designed for students to organize upcoming assignments.
 - Student takes the pink advanced assignment sheet to each teacher throughout the day and collects upcoming assignments.

F. Leaving School Early

For the safety of students leaving the building during the school day, a parent/guardian may need to come to the school reception office to meet the student and sign the student out. If someone other than the parent/guardian or emergency contact will be picking up the student, the office must be notified in advance.

G. Tardies

- I. Being on time to class encompasses life skills such as organization and time management. Being late to class not only affects the student who is late (missing instruction), but also distracts those already in the classroom. In the event a student does not make it to their assigned class on time, they will be marked tardy. Parents/guardians of students with excessive tardies will be notified, and individual behavior plans will be developed by the student and student support team. Failure to meet these behavior plans may result in disciplinary action.
- II. Students who are more than 10 minutes late to a class will be marked absent, not tardy.

H. Truancy

- I. Minnesota State Statute 120A.22, subd. 5d requires that children under the age of 17 receive instruction.
- II. Students who are absent without a valid excuse are considered truant.
- III. Students with an unexcused absence from any class period(s) on 7 different days are considered habitually truant. Once an unexcused absence has been recorded on 7 different school days, a truancy petition will be filed with the county attorney's office, which may result in the student and parent(s)/guardian being summoned to a formal court proceeding.
- IV. Saint Peter Public Schools works closely with Nicollet County Probation to ensure that students and families receive the support they need to maintain appropriate attendance.

I. Co-Curricular

In order to participate in co-curricular activities, students must be at school during the afternoon (4th through Saints Time periods) on the day of the event/practice unless excused by a doctor's note.

J. Procedure on Make-up Work

- I. Students who have been absent from school have twice the length of time missed to make up daily work or tests assigned while absent. For example: if a student misses two days of school, the student will have four days to make up any missing work. At the end of the allotted time, the teacher, at their discretion, will award either a letter grade or give an incomplete for the assignment. An assignment not turned in by the end of the allotted time may result in an "F."
- II. In cases of both excused and unexcused absences, the teacher may assign different or additional materials to cover the material missed during the absence.
- III. Assignments made while students are in attendance should be turned in on time. Example: if an assignment is assigned on Wednesday and due on Monday and the student is absent on Friday, the assignment is still due on Monday.
- IV. In the case of unexcused absences, the teacher may choose not to award credit for the work missed during the absence.

Section 3: Student Behavior

A. Behavioral Expectations

Saint Peter Public Schools utilizes Positive Behavior Interventions and Supports (PBIS), a building-wide approach to explicitly define, teach, practice, and review the positive behaviors we expect from our students. At Saint Peter Middle School, we expect all students to show Saints PRIDE by behaving in ways that exhibit:

- Preparedness
- Respect
- Integrity
- Determination
- Empathy

If all involved in the Saint's community have PRIDE, then we can ensure a positive and safe learning environment for all.

Bus Behavioral Expectations

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick-up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you and wait for the driver to signal before crossing.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.

- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences:

1. First violation: the student will be warned, parents/guardians notified, and the student may face in-school detention.
2. Second violation: parents/guardians notified; the student may face in-school detention or removal from the bus for up to five days.
3. Third violation: the student will be removed from the bus for five or more days; parents/guardians notified.
4. Fourth violation: the student may be removed from the bus for the remainder of the year.
5. Any infraction serious enough in nature may be cause for immediate removal from the bus.

Cafeteria Behavior Expectations

While in the cafeteria, students are expected to:

- Clean up after themselves.
- Respect one another and wait their turn to receive their food.
- Treat the cafeteria staff with respect at all times.
- Consume their food in the cafeteria.
- Remain in designated areas until released by the lunchroom area supervisors. Weather permitting, students will be allowed to go outside for recess in designated areas.

Classroom Behavior Expectations

When in classrooms, students are expected to:

- Participate in class activities in a positive manner.
- Arrive on time with the materials specified by the instructor.
- Complete coursework to the best of their ability.
- Respect the learning of others.
- Abide by the individual classroom teacher's expectations and guidelines (backpacks, headphones, etc.).
- Toys, personal electronic devices, and other non-instructional items are not permitted in the classroom, as they can be distracting to the learning environment.

Hallway Behavior Expectations

When in the hallways, students are expected to:

- Walk at all times.
- Show respect for each other.
- Show respect for property.
- Use appropriate language and voice levels.
- Assist in keeping the hallways safe and clean.

Student Assemblies and Events

When attending assemblies and events, students are expected to:

- Be quiet and listen to the person or group who is presenting.
- Not talk during the program unless instructed to do so.
- Applaud or clap when appropriate; never whistle or boo.
- Remain seated until dismissed by the person in charge.
- Be respectful.

After School Co-Curricular Events

When attending after-school extra-curricular events at the middle school or high school, students are expected to:

- A. Sit in the bleachers/stands and watch the event,
- B. Be positive,
- C. Be respectful to all participants, spectators, officials, and supervisors.
- D. If students do not meet these expectations, they may be asked to leave the event or stay with their parents/caregivers.

B. Failure to Meet Behavioral Expectations

Disciplinary action may be taken against students for any behavior that disrupts good order, impedes the educational process, or violates the rights of others. Disciplinary action may include, but is not limited to:

- Conference with a teacher, counselor, staff member, dean of students, or principal
- Removal from class
- Detention
- Loss of school privileges
- Co-curricular ineligibility
- Parent/guardian conference with school staff
- Modified school schedule
- Suspension
- Exclusion
- Expulsion
- Reasonable restraint for the protection of self or others

C. Behavior Referrals (Teacher and Office Referrals)

Saint Peter Middle School will utilize two types of behavior referrals designated to help staff monitor and support positive student behavior.

- I. Teacher referrals are behaviors of minor consequence, but worthy of taking note; they are handled directly by the adult and student involved, with inappropriate behavior discussed and expectations re-taught to each student.
- II. Office referrals are behaviors that need to be dealt with outside of the classroom and will involve the dean or principal.

D. Parent Notification of Behavior

Parents will be notified by phone call and/or letter if a teacher referral becomes a pattern of behavior within a setting, or if an office referral occurs.

E. Discipline

Misbehavior by one student can disrupt the learning process for many other students. Students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. Detailed information on the Student Code of Conduct and consequences for violations is found in the Student Discipline policy in the appendix.

F. Bullying Prohibition

- I. An act of bullying, by either an individual student or a group of students, is explicitly prohibited on school premises, on school district property, at school functions or activities, and on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- II. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- III. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- IV. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- V. False accusations or reports of bullying against another student are prohibited.
- VI. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See full policy in Appendix).

G. Drug-Free School and Workplace

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or any other school location before, during, or after school hours. Paraphernalia associated with controlled substances is also prohibited, and the district will discipline or take appropriate action against violators.

District policy is not violated when a student brings a controlled substance with a currently accepted medical treatment for personal use with a physician's prescription, except marijuana, which is not allowed on school property even if prescribed. Students with prescriptions must comply with the "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and dependency prevention.

H. Harassment and Violence

The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation including gender identity or expression, or disability (see full policy in Appendix).

I. Hazing Prohibition

Hazing activities of any type performed by students, teachers, administrators, volunteers, contractors, or other employees are inconsistent with the district's educational goals and are prohibited at all times (see full policy in Appendix).

J. Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability (or fail to ensure physical and program access for disabled persons), sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Special Programs Administrator Ytve Prafke, 100 Lincoln Drive, 507-934-4211, yprafke@stpetersschools.org as the Title IX Coordinator and as the Americans with Disabilities ACT Coordinator

K. Notice of Violent Behavior by Students

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

L. Tobacco-Free Schools

- Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction.
 - I. School district students and staff have the right to learn and work in a tobacco-free environment. School policy is violated by any individual's use of tobacco, tobacco-related devices, or activated electronic delivery devices in a public school, on school grounds, in school-owned vehicles, or at school events. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in these locations, and violations are subject to district discipline. For detailed information on the school district's "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction" policy, see appendix. Contact the building principal if you have questions or wish to report violations.
 - II. A limited exception exists for adult members of an Indian tribe who may light tobacco on school property as part of a traditional Indian spiritual or cultural ceremony.

Section 4: Guidelines and Procedures

A. Animals in the Classroom

Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, and guardian consent for each student in the classroom, including acknowledgement of any known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the teacher is responsible for submitting an animal care plan, including allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

B. Background Checks

Background checks are completed on all employees, anyone that provides an extended service involving students, and parent chaperones/volunteers when students will be left under the supervision of a chaperone (i.e., field trips).

C. Backpacks

Students are allowed to carry a backpack throughout the day. Additional sports backpacks and coats/jackets that are not being worn must be placed in designated areas.

D. Bicycles, Skateboards, e-Bikes, Foot Scooters and Motorized Scooters

- I. Students may ride bicycles, skateboards, e-bikes, foot scooters, and/or motorized scooters. Bike racks are provided; skateboards should be stored inside the building. The school is not responsible for bicycles, skateboards, e-bikes, foot scooters, or motorized scooters ridden to school and parked on school property.
- II. For safety, the following rules must be complied with:
 - A. All bicycles, e-bikes, foot scooters, and motorized scooters must be parked in the bike racks. It is recommended that they be locked and that all safety rules are obeyed.
 - B. Students may not ride their bicycles, skateboards, e-bikes, foot scooters, and/or motorized scooters during the school day.
 - C. Students should take extra precaution on busy sidewalks by walking their bike, foot scooter, e-bike, or motorized scooter.
 - D. Students should cross roads only at designated intersections.

E. Food in Classrooms

1. State law prohibits homemade food from being brought to school to serve as treats for parties, birthdays, etc.
2. SPMS recognizes that students may get hungry throughout the school day and encourages small, nutritious snacks for personal consumption. Snacks cannot be brought into classrooms, but can be eaten during passing time.
3. Water bottles with secure lids are allowed and encouraged in the classroom.
4. Lunch and breakfast items are to remain in the cafeteria. Individually packaged items and fresh fruit such as an apple are exceptions and may be taken from the cafeteria and eaten as a snack during passing time.

F. Complaints

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

G. Dances

1. Only Saint Peter Middle School groups may sponsor dances, which are approved and cleared by the Student Council.
2. All dances must have present:
 - a. Principal or advisor
 - b. Adult chaperones
 - c. One police officer
 - d. Advisors of sponsoring organizations are expected to attend.
3. When allowed, students wishing to bring a non-SPMS student to a school dance must obtain a pass from the Principal's office.
4. Any student who leaves the dance will not be readmitted.
5. Guests, when allowed, are subject to the same rules as SPMS students.

H. Distribution of Non-School-Sponsored Materials on School Premises

The district recognizes that students and employees have the right to express themselves on school property, including distributing nonschool-sponsored material, subject to district regulations and procedures, at a reasonable time, place, and manner (see full policy in Appendix).

I. Elopement Plan

Students who have demonstrated a pattern of elopement from the school setting will have a specific elopement plan developed in collaboration with parents, case manager, teacher, principal, social worker, nurse, and others as identified.

J. Emergency Drills

Regulations require that emergency drills be conducted during the school year. By law, the school is required to run five (5) fire drills, five (5) lockdown drills, and one (1) severe weather drill. When the alarm sounds, each class will follow the directions outlined by the teacher. By practicing emergency procedures, we will be better prepared to respond if/when an emergency occurs.

K. Fees and Fines

- I. No student shall be required to pay a fee for a required program, project, or activity that occurs during the regular school year.
- II. Fees may be charged in the following areas:
 - A. In any program where the resultant product, in excess of minimum requirements and at the student's option, becomes the personal property of the student.
 - B. Admission fees or charges for extracurricular activities where attendance is optional.

- C. A parking permit fee for any vehicle using the school's parking lot.
- D. A security deposit to assure the return of materials, supplies or equipment.
- E. Personal physical education and athletic equipment and apparel.
- F. Items or products that are purchased for personal use, such as, student publications, class rings, annuals and graduation announcements.
- G. Fees specifically permitted in any other statute.
- H. Field trips considered supplementary to a district's educational program and not required or graded.
- I. Any authorized voluntary student health and accident benefit plan.
- J. For use of musical instruments that the district owns or rents.
- K. Students may be required to furnish personal or consumable items including pencils, papers, pens, erasers and notebooks.

III. Fees may not be charged in the following areas:

- A. Textbooks, workbooks, art materials, laboratory supplies and towels.
- B. Supplies necessary for participation in any instructional course except as specifically authorized.
- C. Field trips that are required as a part of a basic educational program or course.
- D. Graduation caps, gowns or any other specific form of dress necessary for the educational program.
- E. Instructional costs for necessary school personnel employed in any course or educational program required for graduation.
- F. Library books required to be utilized for any educational course or program. (A fee may be charged for lost books).
- G. Admission fees, dues or fees for any activity the student is required to attend.
- H. Any admission or examination cost of any required educational course or program.
- I. Locker rentals. (A deposit for a padlock or key is permissible).

L. Field Trips

Occasionally certain classes offer opportunities for students to visit sites outside the school related to the course. These opportunities are a privilege and may be denied for just cause. Students must return the signed parent permission slip before leaving on the field trip. Only school-authorized transportation will be used, and at least one faculty member will chaperone each vehicle. Parents are allowed to take only their own child from a school function.

M. Gifts to School District Employees

The district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school, however, is to discourage gift-giving and encourage letters and notes of appreciation or small tokens of gratitude instead. Employees may accept items of insignificant value of a promotional or public relations nature; the superintendent has discretion to determine what value is "insignificant."

N. Lost and Found

Lost and found articles are located in the Middle School Office. Students are encouraged to check this area for lost items. Unclaimed items will be donated at various times throughout the school year; notice of intent to donate will be communicated in advance via the school's bi-weekly electronic newsletter.

O. Mandated Reporting

All staff members employed at Saint Peter Public Schools are mandated reporters. Minnesota law requires that in all cases where there is reason to believe a child is being neglected or physically or sexually abused, a mandated reporter must immediately report these concerns to the Department of Human Services in the county in which the child resides.

P. Messages and Calls from Home

Except in cases of emergency, the office does not call students out of classes when parents leave messages. The office will attempt to reach students at the end of a class period, lunch, or the end of the school day.

Q. Nondiscrimination

The district is committed to inclusive education and equal educational opportunity for all students and does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability (or fail to ensure physical and program access for disabled persons), sexual orientation (including gender identity and expression), or age. The school board has designated Special Programs Administrator Ytve Prafke, 100 Lincoln Drive, 507-934-4211, yprafke@stpetersschools.org, as the Title IX Coordinator.

R. Parent Right to Know

If a parent requests it, the district will provide information regarding the professional qualifications of their child's classroom teachers, including whether the teacher has met state qualification/licensing criteria, whether they are teaching under emergency or provisional licensing, whether they are teaching within their field of certification, and whether the student is provided services by paraprofessionals and their qualifications. The district will also provide parents with information on their child's level of achievement on state academic assessments, and will notify parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification/licensure requirements.

S. Pledge of Allegiance

The School Board recognizes the need to provide instruction in proper etiquette, display, and respect of the United States flag. Students shall recite the Pledge of Allegiance one or more times each week, conducted by the classroom teacher or over the school intercom. Any student or teacher may decline to participate, and others must respect that choice. Students will be instructed in proper flag etiquette and patriotic exercises.

T. School Closing/Flexible Learning Day Procedures

In the event of bad weather, school closings and late-start announcements will be made over local television and radio stations beginning at approximately 6:30 am; the same media will be used if school must be dismissed early. Rural students should make prior arrangements to stay in town in case weather prevents buses from following routes. Parents/guardians may choose not to send their child to school if, in their estimation, weather is too severe, even if school has not been closed.

Flexible Learning Day refers to a day when school is canceled due to inclement weather and students participate in curriculum-aligned learning at home. Middle school teachers and students use Google Classroom; students will be trained to access it and are expected to check in for assignments. Teachers will have assignments posted by 10:00 am and be available for questions throughout the day. The district has internet hotspots students may check out from the media center, and flexibility on deadlines will be granted for students with limited or no access.

U. Searches (Locker, Personal)

Lockers belong to the school district but may be used by students as a convenience. Lockers must be properly cared for and used only for appropriate school materials. School-issued locks are provided with a \$5 deposit, refunded upon return of the padlock at the end of the school year.

Student's Rights

- A search of a student's person should be limited to situations where the administration has reasonable belief the student is concealing evidence of an illegal act or school rule violation.
- Dangerous items and items that may substantially disrupt the educational process will be removed from a student's possession.
- A general inspection of school properties, including lockers or desks, may be conducted regularly; illegal items and items belonging to the school or another person will be seized.
- All items seized may be returned to proper authorities or the true owner.
- Students may be present during a search of personal possessions if there is no reason to believe their presence would be a safety threat.
- When a custodial interrogation occurs at school in relation to a locker search, students should be advised of their rights, including the right to counsel and to remain silent.
- Lockers may be searched by school authorities for any reason, at any time, without notice, consent, or a search warrant (1995 Minnesota Legislation, HF107, Article 3, Sec. 10-12).
- School lockers are the property of the school district; the district does not relinquish exclusive control of lockers. Inspections may be conducted for any reason at any time, including by specially trained dogs. Personal possessions within a locker may be searched only with reasonable suspicion of a law or rule violation; notice of the search will be provided as soon as practicable unless it would impede an ongoing investigation.
- School principals will conduct periodic, announced or unannounced inspections of locker areas and/or parking lots, which may use specially trained dogs.

V. Student Appearance

The district encourages students to dress appropriately for school activities and in keeping with community standards; a joint responsibility of the student and parent(s)/guardian(s).

Appropriate clothing includes clothing appropriate for the weather, that does not create a health or safety hazard, and that is appropriate for the activity (e.g., PE or classroom).

Inappropriate clothing includes clothing not in keeping with community standards; clothing bearing a lewd, vulgar, or obscene message; apparel promoting products/activities illegal for minors; and emblems, symbols, or words that are racist, sexist, derogatory to a protected group, evidence gang affiliation, or approve/advance/provoke religious, racial, or sexual harassment or violence. Any apparel or footwear that would damage school property is also inappropriate.

This policy does not intend to abridge students' rights to express political, religious, philosophical, or similar opinions through apparel, as long as messages are not lewd, vulgar, obscene, defamatory, profane, or advocate violence or harassment. When a student's appearance, grooming, or dress interferes with the educational process or poses a safety threat, the student will be directed to make modifications or sent home for the day, and parents/guardians will be notified.

W. Student Records

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students certain rights (an “eligible” student is 18 or older, or enrolled in postsecondary education). See “Student Records” in the Appendix for more information.

X. Student Surveys

The district occasionally utilizes surveys to obtain students' opinions and information. See “Student Surveys” in the Appendix for complete information on parent/guardian and eligible student rights regarding survey administration, data collection/use for marketing purposes, and certain physical examinations.

Y. Visitors

Parents/guardians and community members are welcome to visit the schools. To ensure safety and avoid disruption, all visitors must report directly to the main office (Door A) upon entering the building, except for events open to the public. Visitors must sign in and wear a “visitors badge” while in the building during the school day, and must have principal approval before visiting a classroom during instructional time. Permission to visit may be denied or revoked if a visitor does not comply with procedures or if the visit is not in the best interests of students, employees, or the district. Students are not allowed to bring visitors to school without prior permission from the principal.

Z. Withdrawal Procedure

Students who plan on withdrawing from Saint Peter Middle School should obtain the proper withdrawal form from the Counselor's office and have each teacher sign it. Once all teachers have signed and all school devices/materials are collected, the withdrawal form should be returned to the counselor's office.

Section 5: Technology

A. Internet Acceptable Use

All district students have conditional access to the district's computer system, including Internet access, for limited educational purposes such as classroom activities, educational research, and professional and career development. Use of the district's system is a privilege, not a right. Unacceptable use may result in suspension or cancellation of access privileges, payments for damages and repairs, discipline (including suspension, expulsion, or exclusion), or civil or criminal liability. A copy of the district's Internet Acceptable Use policy is available on the district website at stpetersschools.org.

B. Personal Electronic Device Expectations

Cell phones and other personal electronic devices may be used, provided they are not used to invade the personal space or property of another person:

- Before and after school
- During passing times between scheduled classes
- During a student's own lunch time
- When actively advocated for by teaching staff

Cell phones and other personal electronic devices may not be used:

- During designated class periods, unless under specific direction of the classroom teacher
- During assigned Saints Time
- During excused restroom breaks and/or visits to lockers that fall during scheduled class times
- During all testing times, including state-mandated examinations

Students are strongly encouraged to protect their electronic devices against theft or loss. School personnel will make limited effort to investigate losses or thefts, and the district assumes no responsibility for lost, stolen, or confiscated devices.

C. District Issued Chromebook Expectations

1. All students will be issued a Chromebook.
2. It is each student's responsibility to bring their Chromebook charged and ready for use each day.
3. To avoid distraction, Chromebooks are to be used for academic purposes only (students are not allowed to play games, watch videos, or engage in other media unless assigned by a teacher). Chromebook/device screens are monitored by classroom teachers through Securly Classroom while the Chromebook is in use.
4. To ensure safety, Chromebooks must be shut while passing between classes.

D. Failure to Meet Personal or District Issued Electronic Device Expectations

First Violation: The student's device will be turned into the office; the student may pick it up at the end of the school day.

Second Violation: The student's device will be turned into the office; a parent/guardian must pick up the device.

Third Violation: Conference with parent/guardian and administration; behavioral plan.

Section 6: Health and Medication

A. Asbestos Management Plan

The school district has developed an asbestos management plan. A copy can be found in the Operations and Maintenance Director's office.

B. Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects their child has a communicable or contagious disease, they should contact the school nurse or principal so other exposed students can be alerted. Students with certain communicable diseases will not be excluded from attending school in their usual setting as long as their health permits and attendance does not create a significant risk of transmitting illness to others; the district will determine this on a case-by-case basis.

C. Emergency Care Policy

It is the district's policy to provide appropriate medical response in the event of an emergency or serious illness and to contact the parent/guardian in a timely manner. In a life-threatening emergency, the school will contact emergency response personnel immediately, and the parent/guardian or designated emergency contact will be contacted at the same time. If not life-threatening but urgent, and the school cannot reach a parent/guardian or designee, school personnel will transport the student to Saint Peter Community Hospital; the district will not provide transportation outside of Saint Peter. When parents/guardians arrive, they may change health care providers if desired. It is the parent/guardian's responsibility to pay any incurred medical expenses.

D. Immunizations

All students must provide proof of immunization or submit documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted for medical reasons, laboratory confirmation of adequate immunity, or the conscientiously held beliefs of the parents/guardians or student. The district will maintain immunization records for at least five years after the student reaches age 18. Contact the school nurse for the immunization schedule or an exemption form.

E. Injuries or Illnesses/Accident Reporting Procedure/Insurance

Injuries and Illnesses

- Students should notify the nearest teacher in case of injury, illness, or emergency.
- Students who become ill should go to the principal's office or the nurse's office. Students should NOT go to the restroom and sit for the class period – doing so will result in an unexcused mark.
- When due in a class, students should report to class and obtain a pass before going to the nurse's office, except in emergencies.
- Students may not leave the school building for illness without first reporting to the principal's office and obtaining a leave school permit; the nurse or principal's office will call parents/guardians for permission.

Accident Reporting Procedure

Students who suffer injuries from an accident should report to their teacher or immediate supervisor. If unavailable, the student should report to the principal's office, where proper action will be taken.

F. Medications

The district acknowledges that some students may require prescribed and/or non-prescribed medication during the day. Medication will be administered by the school nurse or a designee (trained health assistant, principal, or teacher).

- Prescription and non-prescription medication requires a completed, signed authorization from the parent/guardian. The district may rely on an oral request for up to two school days until written authorization is received.
- Medication must come to school in the original prescription container. A medication permission form must be completed annually and/or with any prescription change.
- Prescribed medication requires a written physician's order. Medications are generally not to be carried by the student, except by written agreement between the district and parent, or as allowed by Minnesota statute for asthma inhalers and epi-pens.
- Parents/guardians must notify the school of any medication change or if medication is no longer required; dosage changes require written notification from the physician.
- For students with disabilities, medication administration may be specified in the IEP.
- The school nurse or designated person is responsible for completing medication administration forms and providing copies to the principal and other designated staff.

G. Pesticides

The district will provide notice by September 15 of its plan to use certain pesticides on school property. Parents may request notification prior to application on days different from those specified. Additional information about pesticides used, an estimated application schedule, and long-term health effects on children can be requested from the district building and grounds supervisor.

H. Physical Examinations

It is district policy to recommend periodic physical examinations of all students by a licensed physician, selected and paid for by the parents/guardians. A physical exam is recommended prior to kindergarten entry and prior to entry into seventh grade. Physical examinations are required prior to participating in interscholastic activities (first exam prior to grades 7–9, second exam prior to grades 10–12). Students whose parents/guardians object on religious or constitutional grounds may be exempted with a signed statement, though this does not exempt the student from physical education participation, and a written statement of the student's abilities/limitations is required. These exemptions do not apply to activities governed by the Minnesota State High School League (MSHSL).

Section 7: Co-Curricular

A. Co-Curricular Philosophy/Guidelines

5. It is the philosophy of SPMS that all students be given the opportunity to participate in co-curricular activities. The purpose of middle-level activities is to provide opportunities for physical and social growth outside the classroom.
6. Cuts are not made from athletic teams in seventh and eighth grade. All squad members receive comparable coaching attention and significant opportunities to participate in practices and games, though not necessarily the same amount of playing time. Every attempt will be made to include all interested students in non-athletic activities.
7. In order to participate in after-school activities, students must attend their afternoon classes (4th–8th periods) unless excused by a doctor's note. This applies to both practices and events.
8. Extracurricular activities or practices will finish by 6:00 pm on Wednesdays during the school year.
9. Students who participate in Minnesota State High School League activities will be governed by MSHSL rules, regulations, guidelines, and penalties.
10. There is a \$95 fee for each athletic activity; contact the Activities Office for a complete list of co-curricular fees.
 - There is a maximum \$350 fee per season per family (except hockey).
 - Refunds of activity fees will be made until halfway through the season for students who cease participation.
 - There will be no refund of the activity fee if a student becomes ineligible due to an MSHSL or Saint Peter High School rule violation.
 - Families for whom a fee is prohibitive may apply to the building principal for a waiver or reduction.
 - A maximum of \$300 per family per season has been established for participation by multiple students from a family (except hockey).

B. Co-Curricular Offerings

Drama (5–8), Student Council (5–8), Yearbook (5–8), Speech (7–8), Math Masters (5–6).

Athletics (7–8): Boys' and Girls' Basketball, Boys' Football, Boys' Wrestling, Boys' Cross Country, Boys' and Girls' Baseball/Softball, Boys' and Girls' Track, Boys' and Girls' Golf, Boys' and Girls' Tennis, Boys' and Girls' Soccer, Girls' Gymnastics, Girls' Volleyball, Girls' Swimming, Girls' Hockey.

C. Academic Policy for Co-Curricular Participants

All students must be passing all classes in order to participate in co-curriculars. Any middle school student who earns an "F" grade for a marking period will become ineligible for one week or one event, whichever is longer. An ineligible student who can prove they are passing after the one-week ineligibility period will become eligible and placed on academic probation until the next marking period. If a student slips back to an "F" grade during probation, they become ineligible until the next marking period. Prior to serving a period of ineligibility, an Academic Review Meeting will be held with the student, activities director, and dean of students.

D. Change of Level of Play of Athlete

Guidelines to be considered when changing the level of play of an athlete: the coaching staff discusses whether the athlete is ready for a higher level of competition and whether there is program need; the head coach discusses the reasons for the move with the activities director and obtains necessary forms; the head coach contacts the parent for approval before proceeding; and the head coach brings signed paperwork to the activities director for final approval.

Advantages of changing levels include being challenged by better competition, a potentially longer season, reduced frustration from skill disparity, and the opportunity to advance skill level in a team sport. Disadvantages may include feelings of displacement among teammates, disagreement from parents/athletes on either team, feelings of disconnection, loss of a role model/mentor for the original team, greater expectations, increased time commitment potentially affecting schoolwork, and increased injury risk from more participation.

E. Minnesota State High School League Rules

Students who participate in MSHSL activities must abide by the guidelines published in the MSHSL eligibility information bulletin for athletics, speech, and music, and will not be permitted to participate until the bulletin is signed by the parent/guardian and student. Students must attend an information session prior to the season addressing rules and consequences for use or possession of mood-altering chemicals; parent/guardian attendance is expected though not mandatory. By signing the bulletin, parents/guardians agree to work with the school in monitoring their student's behavior related to MSHSL violations.

Rules for Participation

Students who participate in MSHSL activities shall not, at any time and regardless of quantity: use, consume, possess, buy, sell, or give away alcohol; use, consume, possess, buy, sell, or give away tobacco; use, consume, possess, buy, sell, or give away any other controlled substance (except as prescribed by a doctor for the student's own use); or use, consume, possess, buy, sell, or give away drug paraphernalia.

Category I Activities

First Violation: loss of eligibility for the next two consecutive interscholastic contests or two weeks of the season, whichever is greater; no exception for treatment program participation.

Second Violation: loss of eligibility for the next six consecutive interscholastic contests or four weeks, whichever is greater; no exception for treatment program participation.

Third and Subsequent Violations: loss of eligibility for the next twelve consecutive interscholastic contests or six weeks, whichever is greater. A student who voluntarily enters a chemical dependency/treatment program may be certified for reinstatement after a minimum of six weeks by the program director or counselor. Successful completion of treatment satisfies only the most recent violation; other unresolved violations must still be served in full.

Penalties are cumulative beginning with and throughout a student's participation on any 7-12 grade team or activity. A student is disqualified from serving as team captain if serving a penalty during that season. A student who denies a violation, is allowed to participate, and is subsequently found guilty will be disqualified for nine additional weeks beyond the original period of ineligibility.

Category II Activities

After confirmation of a violation, the student is ineligible to perform at the next regularly scheduled, class-related performance or event (excluding pep band). Penalties are cumulative throughout participation in a high school activity. Serving a Category II suspension does not fulfill a Category I suspension, and vice versa.

Guidelines for Compliance

Reported violations must be reported to the athletic director or building principal; coaches, directors, and advisors cannot declare a participant ineligible and must direct reports to the athletic director. Participation cannot be denied to an eligible student by a coach, director, or advisor. Anyone directly witnessing a violation or receiving a confession must report it to the athletic director or building principal. Coaches, directors, and advisors are expected to know district policies regarding chemical abuse evaluation/suspicion and to act according to professional judgment at all times.

Saint Peter Middle School Co-Curricular Code of Conduct

Students participating in SPMS-sponsored co-curricular activities are expected to meet standards of behavior including: not involving themselves in behavior that could lead to a criminal charge or court action; not involving themselves in vandalism to SPMS or competing schools; not engaging in behavior or actions that reflect negatively upon themselves, their team, or their school; and understanding that a student under penalty of exclusion, expulsion, or suspension, or whose conduct violates the Code of Conduct, is ineligible for a period determined by the principal.

Code of Conduct Review: if a serious problem arises regarding academic achievement, behavior, attendance, or citizenship, a staff member may request that the principal review the student's co-curricular participation. The principal will convene a guidance counselor, the requesting staff member, and the director/coach of the activity (the student may be present with a support person). Following review, the group will make a recommendation to the high school principal regarding the student's continued participation.

Transfer Students

Students who transfer to SPMS from another school and wish to participate in MSHSL-sponsored activities must meet specific eligibility requirements. Questions should be directed to the high school activities director.

Section 8: Assessment

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

A. District and State Assessments

- 11.FastBridge assessment – students are tested in reading, math, and social-emotional areas three times a year (fall, winter, and spring).
- 12.Minnesota Comprehensive Assessment (MCA) – students are tested in reading, math, and science (science: eighth grade only) one time per year.

B. READ Act Requirements

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

Appendix: Policy Summary

A quick-reference guide to district policies included in the student handbook

Below is a plain-language summary of each policy. This table is for quick reference only — full policy text and the complete, current versions of all district policies are available at stpetersschools.org/page/school-board.

Policy	What It Means for Families
Policy 404 — Employment Background Checks	Anyone offered a job, or offered a coaching or extracurricular-coaching role, must pass a criminal history background check before starting. The district may also background-check current employees, volunteers, contractors, or student employees.
Policy 413 — Harassment and Violence	The district prohibits harassment or violence toward students or staff based on race, color, creed, religion, national origin, sex, age, marital or familial status, disability, sexual orientation/gender identity, or public-assistance status. Reports are investigated promptly, retaliation is forbidden, and privacy is protected as required by law.
Policy 419 — Tobacco-Free Environment	Smoking, vaping, and possession or use of tobacco, tobacco-related devices, or electronic delivery devices are banned on all school property, vehicles, and at off-campus school events. Limited exceptions exist for traditional American Indian spiritual or cultural tobacco use. Students in grades 6–8 receive vaping-prevention instruction.
Policy 503 — Student Attendance	Regular attendance is expected of every student, with clear procedures for excused absences (illness, family emergency, religious instruction, approved trips, etc.) and consequences for unexcused absences and tardiness. Repeated unexcused absences can trigger truancy reporting and may affect participation in extracurricular activities.
Policy 505 — Distribution of Nonschool-Sponsored Materials	Students and employees may distribute non-school materials (flyers, buttons, petitions, etc.) at reasonable times, places, and in a reasonable manner, after submitting a request to the principal at least 24 hours in advance. Material that is obscene, libelous, disruptive, or promotes illegal conduct is not allowed.
Policy 506 — Student Discipline	Outlines students' rights and responsibilities, the Code of Student Conduct, and the range of disciplinary responses — from a verbal warning up through suspension, expulsion, or exclusion. Emphasizes nonexclusionary, developmentally appropriate discipline and due-process protections, including special provisions for students with disabilities.
Policy 514 — Bullying Prohibition	Bullying, cyberbullying, and related retaliation are prohibited on school property, at school activities, and — when it substantially disrupts learning — off campus as well. Sets out how to report incidents, how the district investigates (within 3 school days), and the range of possible consequences.

Policy	What It Means for Families
Policy 515 — Student Records	Explains parents' and eligible students' rights under FERPA to inspect, request amendment of, and control disclosure of education records, including what counts as public "directory information." Also covers the limited release of student contact information to military recruiters and how families can opt out.
Policy 520 — Student Surveys	Student surveys are conducted anonymously, and any survey probing sensitive topics (such as sex, religion, or family beliefs) requires advance parent notice and the right to opt out, with no penalty for opting out. Parents may also review survey instruments and related instructional materials on request.
Policy 526 — Hazing Prohibition	Prohibits hazing of any kind connected to joining or belonging to a student organization or team, including physically or mentally harmful activities, even with the student's apparent consent. Sets out reporting procedures, a 3-day investigation timeline, and possible consequences up to suspension or expulsion.
Policy 534 — School Meals	Meals are served with dignity — no student is shamed or denied a served meal over an unpaid balance. Explains charging limits, the free school meals program, how the district communicates about low or negative balances, and that unpaid meal debt will never restrict a student from activities, trips, or graduation.
Statewide Assessments — Parent/Guardian Participation Guide & Refusal Information	Explains the purpose of Minnesota's statewide tests (MCA/MTAS and ACCESS for English learners), why participation benefits students and schools, and that participation is a parent/guardian choice. Includes a form for opting a student out, along with the possible consequences of not participating.

Language Access for Families

We are committed to making sure every student and family has access to important school information. If your family speaks a language other than English, we are here to help you understand and participate fully in your child's education.

Interpreters Are Available

You have the right to an interpreter for important conversations about your child's education, including meetings about:

- Academic progress
- Special education services
- Student placement in programs
- Behavior or discipline concerns
- Graduation or course planning

Trained Staff

Our district has trained Spanish and Somali-speaking liaisons to help with interpreting. If you speak another language, we will connect with a professional interpreter through our language-line service.

Written Translations

Important documents – like report cards, special education notices, enrollment forms, and discipline policies – will be translated into your preferred language whenever possible. If something isn't translated, we'll provide an interpreter to explain it to you.

If you need an interpreter or translation, please tell your child's teacher, principal, or school office staff.

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

An editable form can be found at https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=PROD098888&RevisionSelectionMethod=latestReleased&rendition=primary



Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student’s participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. When all students participate in statewide assessments, schools and educators have more information to see how all students are doing. This helps schools continuously improve the education they provide and identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K-12 districts and charter schools. Minnesota prioritizes high-quality education, and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCAs)

MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are annual assessments in reading, mathematics, and science that provide a snapshot of student learning aligned to the Minnesota K-12 Academic Standards.

WIDA ACCESS and WIDA Alternate ACCESS for English Learners

The WIDA ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments gives families a snapshot of their student’s learning so they can advocate for their success in school. High school students may use MCA results for:

- Postsecondary Enrollment Options (PSEO) enrollment eligibility in grade 10.
- Course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the WIDA ACCESS or WIDA Alternate ACCESS and meet certain requirements have the opportunity to exit from EL services.

Taking Statewide Assessments Helps Your Student’s School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes, and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the following page. Contact your student’s school to learn more about locally required assessments.

Updated March 2026

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For WIDA ACCESS and WIDA Alternate ACCESS, the student will not have the opportunity to exit from EL services.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Certain statewide assessment calculations include all eligible students, including those who do not participate. Non-participation impacts accountability results, which may affect the school's ability to be identified for support or recognized for success.

Explore the
[Statewide
Testing page](#)
for more
information.

(education.mn.gov > Students
and Families > Programs and
Initiatives > Statewide Testing)

Check with your local school or district to see if there are any additional consequences for not participating.

Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota Statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by October 1 each school year. Refer to your district or charter school's website for more information on assessments.

Statewide Assessments: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. **This form must be submitted to your student's school or district office prior to testing.**

First Name: Middle Initial: Last Name:

Date of Birth: Current Grade in School: Student ID Number (if known):

School: District:

Parent/Guardian Name (print):

Parent/Guardian Signature: Date:

Reason for Refusal:

Please indicate the statewide assessment(s) your student will not participate in this school year:

☐ Reading MCA/Alternate MCA	☐ Science MCA/Alternate MCA
☐ Mathematics MCA/MTAS	☐ WIDA ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on participation decisions for local assessments.

(Note: This form is only applicable for the 20 to 20 school year.)

Updated March 2026

SAINT PETER HIGH SCHOOL STUDENT - PARENT HANDBOOK 2026-2027



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SECTION 1: Academics

Academic Requirements

A. Graduation Requirements

The **Minnesota Graduation Standards** define what it is students should know and be able to do as a result of a Kindergarten through 12th grade education. The Graduation Standards provide the goal towards which both teachers and students are working. They become the focus on which assessment, curriculum and instruction are designed to ensure that all students receive a variety of educational opportunities which move them closer to the goals of being: purposeful thinkers, effective communicators, self-directed learners, productive group participants and responsible citizens.

Saint Peter High School requires students to earn a **total of 27 credits** for a diploma. All students must satisfactorily complete all credit and course requirements before they will be allowed to participate in the commencement ceremony for graduation. These requirements include:

For the Class of 2027	For the Class of 2028 and Beyond
4 credits of English - Students are required to take one required English course per year 3.5 credits of Social Studies - Must include .5 Geography, 1.0 World History, 1.0 US History, 1.0 US Government & Economics 4.0 credits of Math - Must include 1.0 Geometry and 1.0 Algebra II 4.0 credits of Science - Must include 1.0 Physics, 1.0 Chemistry and 1.0 Biology 1.0 credit of Fine Art - Fine Art credits may be earned by taking any course in the music or art department .5 credit of Health 1.0 credit of Physical Education 9.0 credits of additional coursework (Electives)	4 credits of English - Students are required to take one required English course per year 3.5 credits of Social Studies - Must include .5 Geography, 1.0 World History, 1.0 US History, 1.0 US Government & Economics 4.0 credits of Math - Must include 1.0 Geometry and 1 full credit of Algebra II (must include A & B) 4.0 credits of Science - Must include 1.0 Earth Science, 1.0 Chemistry or 1.0 Physics, and 1.0 Biology 1.0 credit of Fine Art - Fine Art credits may be earned by taking any course in the music or art department .5 credit of Health 1.0 credit of Physical Education **1.0 credit Personal Finance 8.0 credits of additional coursework (Electives)

- The basis of a credit course in grades nine, ten, eleven, and twelve shall be the satisfactory completion of a course on the secondary level covering a minimum of 120 clock hours. Credits are awarded in one-half credit increments.

3. Students in their sophomore year will take the Reading MCA III standardized test. Students in their junior year will take the math MCA III standardized test. Students will take the MCA III science test during the year in which they take biology.
4. Students in their junior year will have the opportunity to take the ACT or ASVAB on a designated day during the school year. Saint Peter Schools will cover the cost of testing for those students of economic need.

B. Academic Recognition

1. Graduating seniors with high scholastic achievements will be recognized as follows:
 - 4.0 and higher : High Honors (gold cords)
 - 3.667 - 3.999 : Honors (silver cords)
2. Students in grades 9 - 12 who achieve the status of high honor (A- average) or honors (B+ average) for a given semester will be recognized by the school.
3. Students who have maintained an A- average during their freshman and sophomore years will be awarded an academic achievement letter at the completion of their sophomore year. Gold bars will be awarded to students who repeat or continue to perform during their junior and/or senior years. A student in grade eleven or twelve may earn an academic achievement letter for the first time upon the successful completion of four semesters of A- work.

C. Marking and Reporting Procedure

1. Saint Peter High School uses letter marks as a marking system as described:

A	D	NC	No Credit
B	F	Failure	
C	I	Incomplete	

Pluses and minuses may be used at the discretion of the teacher.

2. Marks are earned on a nine-week basis. Final marks are awarded at the end of each grading period.
3. Final examinations are recommended for all courses when practical.
4. Marks are awarded for academic achievement only. Marks are not to be used in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.
5. Teachers must be able to explain to students and parents/guardians the reasons for a particular mark given.
6. The teacher should give a reasonable explanation for an abnormal mark distribution.
7. Teachers must explain how marks are determined and what is expected of a student who is to receive each of the marks. A handout to students is recommended.
8. Students and parents/guardians are to be notified of student progress periodically, as provided by School Board Policy.
9. Teachers are to allow students two days for daily make-up work or tests that were assigned while the student was absent, as provided by Administrative Rules and Regulations.
10. A student at any level of the senior high program may receive the full range of marks A-F and I or NC, provided that the level is identified and recorded.
11. A student who gives forth to the best of her/his capacity to learn as judged by the professional staff shall be promoted through the school program at the normal rate and shall be given passing marks.
12. Teachers record all marks in an electronic class record book that is organized, accurate and legible. This book becomes the official source for the school for student marks.
13. There is a semester honor roll for grades 9-12.

D. Incompletes

1. A mark of "Incomplete" may be given to a student who has not completed all the requirements of a course.
2. Incomplete grades may be awarded at the end of the quarter, provided there are extenuating circumstances. All incomplete grades must be resolved within 14 calendar days. Grade changes are only allowed for Incomplete grades.
3. Students may resolve their incompletes at any time prior to the above-mentioned date by completing the work and then the teacher will assign a grade of "A", "B", "C", "D", or "F", whichever is appropriate for the quality of the work.
4. Teachers may require that students make up incomplete work at any time prior to the end of the two (2) week period provided that the student has had twice the length of time missed to make up work or tests which were assigned while the student was absent.
5. If any incomplete work in any course that is required for graduation remains outstanding after the date of the final examinations for twelfth graders, it shall prevent participation in graduation ceremonies and prevent receipt of a diploma until such work is completed.
6. Incomplete grades shall not be considered in determining a student's rank in class.
7. Parents/guardians shall be informed of their student's status regarding incomplete work.

E. Drop-Add Procedures

Students seeking to add a course to their schedule must do so within the first five (5) school days of the semester. No additional courses will be added after the first five (5) days. The only exception to this regulation would be the addition of a course that is to be audited and not taken for credit. Courses may be dropped within the first five (5) school days of a semester without penalty. After five (5) school days, any course that is dropped will result in a letter grade of "F" being recorded for the dropped course.

F. Final Examinations

Students may not take final examinations prior to their normally scheduled time. If students will be absent on the date when final examinations are administered, they will need to schedule a time after this date to make up their tests. A mark of "I" (Incomplete) will be recorded on the student's report card until the examinations have been completed. Failure to complete any final examinations after a semester ends will result in the incomplete mark being changed to "NC" (No Credit), except in unusual circumstances, as determined by a principal.

G. Academic Integrity Policy

At Saint Peter High School we act responsibly, live with integrity and show respect. We hold our students to the highest standards of performance and integrity and expect each student and staff member to maintain these standards and strive for continuous improvement. We expect our students to take responsibility for their actions and thus maintain academic integrity and a respectful learning environment for our school.

1. **To act with academic integrity students must value and demonstrate positive regard for:**
 - a. Intellectual honesty
 - b. Personal truthfulness
 - c. Learning for its own sake
 - d. The creation/ work of others
 - e. Academic honor and trust
2. **Academic integrity is achieved when a student:**
 - a. Takes full credit for his or her own work, and gives full credit to those who have helped, or influenced him or her.

- b. Represents his or her own work honestly and accurately.
 - c. Collaborates with other students only as specifically directed or authorized.
3. **Student behaviors that promote genuine student achievement:**
- a. Try to keep a realistic schedule and balance academics, extracurricular, social and family life, and sleep. It may be necessary to limit activities if feeling overwhelmed.
 - b. Be organized. Keep class notes and handouts in a folder that is easily accessible. This will reduce anxiety when studying for a test or writing a paper.
 - c. Seek help from teachers. Ask for clarification if you do not understand an assignment.
 - d. Keep current with assignments. Don't wait until the last minute to study for a test or write a paper.
 - e. Only work with another student if the teacher has specifically given permission.
 - f. Accept the fact that real learning requires serious and sometimes tedious effort

Academic Integrity Violations

1. **Cheating:** Seeking to obtain credit or improved scores through the use of deception. Examples include:
 - a. Copying homework
 - b. Looking at another student's quiz or test
 - c. Asking a student what was on a quiz or test
 - d. Using secretive methods including putting information on phones or calculators, and using
 - e. electronic foreign language translators instead of teacher approved materials
 - f. Using a former student's work and claiming it as one's own
 - g. Using study aids such as Cliff notes or Spark notes instead of reading assigned materials
2. **Facilitation:** Helping another student obtain credit or improved scores through the use of deception. Examples include:
 - a. Allowing another student to copy your homework
 - b. Allowing another student to look at your test or quiz
 - c. Reporting to another student what is on test or quiz
 - d. Working with another student on an assignment and submitting the same answers without the permission of the instructor
 - e. Texting answers to another student
3. **Falsification:** Fabrication. Examples include:
 - a. Misrepresenting yourself in any way to your teacher regarding the work you have done including saying you turned in an assignment when you have not
 - b. Forging a parent's signature on a document required for class
 - c. Missing class in order to avoid turning in a paper or taking a test
 - d. Submitting the same work to two instructors without the express permission from both instructors
 - e. Making up information/data or a citation in any paper or project
 - f. Gaining unauthorized access to tests
4. **Plagiarism:** Representing the words or ideas of another as one's own in any paper or assignment. Examples include:
 - a. Copying information off the internet or any other printed material and pretending this information is your own writing. Everything on the internet is not public domain. You must credit the source of those who created them or you are, essentially, stealing
 - b. Failure to cite sources properly including not using quotation marks when needed and not acknowledging sources when paraphrasing

Academic Integrity Consequences

1. Teacher confers with student and notifies the parent/guardian of student
2. 0 on assignment/assessment or an alternative assessment - this is at the teacher's discretion
3. Submit referral in infinite campus
4. Administration will review the violation for possible Code of Conduct for those involved in extracurriculars

H. Commencement

In order to be eligible to participate in commencement exercises, students must have completely finished all credit & graduation requirements set forth by the state of Minnesota and ISD 508. Participation in commencement exercises is voluntary. Students who do not wish to participate in the commencement exercises should inform the principal as soon as possible. A student's failure to attend the scheduled graduation practice may result in their not being allowed to participate in the commencement exercises themselves. Additionally, all obligations (library books returned, fines paid, detention completed, etc.) must be cleared before a student will be eligible to participate in commencement exercises.

I. Structured/Guided Study Hall

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

J. Commons Study Hall

Commons study hall is available to those who meet academic requirements and have not lost privileges due to excessive behaviors, tardies or truancy.

SECTION 2: ATTENDANCE

A. General Statement

Regular attendance is absolutely essential to progress in schoolwork. Students should develop the habit of being on time and prepared for the day's work. Parents and students are expected to cooperate in the matter of attendance. Students who are missing from school and are unexcused will not be permitted to participate in any school-sponsored activities on the day of their absence.

B. Anticipation of Absence

Students who anticipate being gone for one or more days should first secure an advance notice of absence form from the office and take it to each of their teachers.

C. Valid Absences and Exceptions

1. Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by parents and students as guidelines:
 - a. Illness of the student
 - b. Serious illness or death of a member of the student's family
 - c. Dental and medical appointments - A signed slip from the health facility is required for those participating in extracurriculars
 - d. School sponsored activities
 - e. Severe weather conditions, according to the merits of the case.
 - f. Religious holidays
 - g. College visit, vacation or other pre-planned event (Please provide the school 5 days advance notice so staff can make educational plans for student)
 - h. A suspended absence
 - i. Court appointments that are verified
 - j. The building principal can/may make exceptions for unusual situations

Students are reminded that a parent/guardian email or phone call is required within two weeks of the absence to be excused.

Medical documentation must be submitted to the office to continue excusing an ongoing condition if a student exceeds 18 total absences (excused or unexcused) or is absent for three consecutive days.

2. Absences that will be marked as UNEXCUSED
 - a. More than 10 minutes late to school or a class
 - b. Missing the bus / missing your ride
 - c. Over-sleeping
 - d. School office not notified of the absence
 - e. Automobile problems (more than 2 incidents)
 - f. Parent not aware of the absence
 - g. Work

D. Policy on Make-up Work

Students who have been absent excused from school have twice the length of time missed to make up daily work or tests assigned while the student was absent. Student athletes missing classes due to a planned athletic event are required to turn in assignments on the due dates, unless an agreement is made with the teacher for an alternate due date.

At the end of the allotted time, the teacher, at her/his own discretion, will award either a letter grade or give an incomplete for the assignment. Any assignment not turned in by the end of the allotted time may result in an "F".

E. Leaving the School Building

Students who need to leave the school anytime during the course of the school day must secure a pass from the office. Failure to secure a pass may result in the loss of privileges. The only exceptions to obtaining a pass before school are for illnesses or for an emergency.

F. Co-Curricular participation

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

G. Truancy and Unexcused Absences

1. As required by current law, regulations of the State Department and School Board Policy, students shall attend each day that school is in session. The authority to decide whether an absence is excused or unexcused rests with the principal. Students returning to school following an absence will be expected to complete all missed assignments in accordance with district policy and as stated in the Student-Parent Handbook.
2. Truancy is missing school or class without school permission.
3. When a student under 18 reaches three unexcused absences, the principal will notify the student's parents/guardians.
4. When a student reaches seven unexcused absences on seven different days, county and court/social services authorities will be notified.
5. Students under the age of eighteen will be classified as habitual truants when absent for one or more class periods on seven or more school days if the student has not lawfully withdrawn from school.
6. If a student develops a pattern of tardiness to school or class, disciplinary action will be taken.

([MN Statute 260C.007](#)) Subd. 19. **Habitual truant** means a child who is at least 12 years old and less than 18 years old who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school under section [120A.22, subdivision 8](#).

Absence from school or a class without parent/guardian permission may be considered truancy. State law (MN Statute 260A.02) provides that a continuing truant is a student who is subject to the Compulsory Instruction Law and is absent from instruction in school without a valid excuse within a single school year for 3 or more class periods or 3 days.

Medical documentation must be submitted to the office to continue excusing an ongoing condition if a student exceeds 18 total absences (excused or unexcused) or is absent for three consecutive days.

H. Tardiness

Students who are more than 10 minutes late to a class will be marked absent, not tardy.

The tardy count starts over at the beginning of each quarter.

1. 10 unexcused tardies per quarter will result in five days of Lunch Detention (30 minutes each day).
2. 20 unexcused tardies per quarter will result in ten days of Lunch Detention (30 minutes each day).
3. 30 unexcused tardies per quarter will result in fifteen days of Lunch Detention (30 minutes each day).
4. 30+ unexcused tardies will be determined by the principal and dean of students.

SECTION 3: GUIDELINES AND PROCEDURES

A. Emergency Evacuation Procedures

1. FIRE

- a. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all students have passed out of the room. If there is time, teachers are to close doors and bring class rosters with them..
- b. As soon as the alarm is sounded, students should rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal. An orderly dismissal with minimal talking is expected. Maintaining a minimal noise level will allow for emergency instructions or changes in regular procedures to be heard. The first students to arrive at any exit should hold the door open until teachers arrive to relieve them.
- c. Students should not take their coats, jackets, or books with them.
- d. As soon as all students have exited the building, the teachers will take their positions at the exit, and, under no circumstances, allow any of them to enter the building until the "all clear" has been given by the designated staff.
- e. Have students move into the parking lots or Community Spirit Park. The space near the building should be absolutely clear. Students should return to the building after a drill by the same route that they left the building.
- f. Where to go from classrooms: Each room will have a fire escape assignment posted in the room and teachers will explain fire drill exit procedures during the first week of school.
- g. Do not leave the school grounds during a drill or emergency unless you are directly supervised by a high school staff member.

2. ARMED INTRUDER

Students and staff will follow Standard Response Protocol in the event of an armed intruder.

3. CIVIL DEFENSE ALERT

Students will be sent home when official civil defense communications indicate there is sufficient time to arrive home before dangerous conditions develop. (Information will be released by the proper authorities to all communications media). If conditions will not allow time for students to be dismissed, students will be assembled in designated areas in the building.

Tornadoes: Public warning signal - 5 minutes steady blast on the civil defense siren and repeated if necessary. Staff should proceed with all students to a pre-designated tornado shelter.

FIRE EXTINGUISHERS, SMOKE/HEAT SENSORS, AND FIRE ALARMS ARE APPARATUS, WHICH ARE TO ONLY BE USED IN THE EVENT OF EMERGENCIES. PEOPLE WHO INTENTIONALLY MISUSE THIS EQUIPMENT WILL BE REFERRED TO THE PROPER AUTHORITIES.

B. Military Recruitment (MN Subd. 5a.) A secondary institution shall release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date of the request, except as otherwise provided by this subdivision. A secondary institution shall give parents and students notice of the right to refuse release of this data to military recruiting officers. Notice may be given by any means reasonably likely to inform the parents and students of the right. Data released to military recruiting officers under this subdivision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and

2. shall not be further disseminated to any other person except personnel of the recruiting services of the armed forces.

C. Fees and Fines

1. No student shall be required to pay a fee for a required program, project, or activity that occurs during the regular school year.
2. Fees may be charged in the following areas:
 - a. In any program where the resultant product, in excess of minimum requirements and at the student's option, becomes the personal property of the student
 - b. Admission fees or charges for extracurricular activities where attendance is optional.
 - c. A parking permit fee for any vehicle using the school's parking lot
 - d. A security deposit to assure the return of materials, supplies, or equipment
 - e. Personal physical education and athletic equipment and apparel
 - f. Items or products that are purchased for personal use, such as, student publications, class rings, annuals, and graduation announcements
 - g. Fees specifically permitted in any other statute
 - h. Field trips that are considered supplementary to a district's educational program and not required or graded
 - i. Any authorized voluntary student health and accident benefit plan
 - j. For use of musical instruments that the district owns or rents
 - k. Students may be required to furnish personal or consumable items including pencils, papers, pens, erasers, and notebooks
3. Fees may not be charged in the following areas:
 - a. Textbooks, workbooks, art materials, laboratory supplies, and towels
 - b. Supplies necessary for participation in any instructional course except as specifically authorized
 - c. Field trips that are required as a part of a basic educational program or course
 - e. Instructional costs for necessary school personnel employed in any course or educational program required for graduation
 - f. Library books that are required to be utilized for any educational course or program. (A fee may be charged for lost books)
 - g. Admission fees, dues or fees for any activity the student is required to attend
 - h. Any admission or examination cost of any required educational course or program
 - i. Locker rentals. (A deposit for a padlock or key is permissible)

D. Field Trips

Occasionally certain classes offer opportunities for students to visit sites outside the school that are related to the course. These opportunities are a privilege and may be denied for just cause. It is required that students return the signed "parent/guardian permission slip" to their teacher before they leave on the field trip. Only school-authorized transportation will be used and at least one faculty member will chaperone each vehicle used for the field trip. Parents/guardians are allowed to only take their own child from a school function.

E. Grievance Procedure

In an attempt to give Saint Peter students an opportunity to present a legitimate grievance, they may have access to the following grievance procedure, which has been adopted:

1. A student with a particular grievance or complaint is urged to first try to resolve the problem with the other party involved on a one-to-one basis (i.e., grades, discipline, school policy, etc.).
2. If the problem cannot be resolved at level one, the student should then bring that problem to the attention of the dean of students who will call together the grievant, the other party involved and will attempt to mediate and resolve the problem.
3. If the problem is not resolved, at level three the student may again present it to the principal, who will review all the information related to the problem and promptly render a decision.
4. If, after the final decision of the principal, the grievant still believes the problem is unresolved, further appeal may be granted through request made to the principal for review by the Superintendent of Schools.

F. Lost and Found

Lost and found articles are located in the main office.

G. Lunch

1. Students are to eat meals in the Commons area or when weather permits, the courtyard.
2. Students are expected to clean up after themselves.
3. Closed campus lunch period: High school students have a closed lunch period. Students are not allowed to leave the school for lunch. Those students with Junior or Senior Privilege who have a study hall during block three are allowed to leave the high school.

H. Parking Regulations

1. Student Parking on School Grounds

Parking Permits: Students shall be permitted to drive automobiles and/or motorcycles to and from school. However, students desiring to use any of the high school parking facilities will be required to have a parking permit. Cars, vans, trucks, motorcycles, and mopeds must all have the required Saint Peter High School permit in order to use school parking lots. Permits are available in the high school office. Violators may lose all parking privileges on school grounds.

Students will be issued one student parking pass free of charge. A \$20.00 fee will be charged for every lost parking pass, and a \$20.00 fine will be charged for students parking in the school lot without a student parking pass. Parking passes must be attached to each vehicle's inside rearview mirror. The parking pass must be clearly visible from the outside of the vehicle. Student vehicles need a new parking sticker each school year.

Vehicles ticketed following a grace period at the start of school will face a \$20 fine in addition to the need to purchase a parking permit. Students will have 10 days to pay parking tickets. Unpaid parking tickets will result in 5 days of Lunch Time detention.

Students that have appointments after the start of the school day may park in the East parking lot. A doctor note confirming the date/time of the appointment will be required to excuse a parking violation if one is received while parking in the East lot.

2. **Parking Rules:**

- a. The student parking lot is the west lot, adjacent to the tennis courts and the entrance to the gymnasium area.
- b. Students driving automobiles and/or motorcycles to school must park their vehicles in the parking lots in areas designated as student parking. Vehicles must be parked in marked parking spots or this can impede the safe coming and going of other vehicles.
- c. Students driving automobiles and/or motorcycles to school must drive safely at all times.
- d. Students who are authorized to leave during the day (PSEO, Junior/Senior Privilege) will be issued a different color parking pass that will allow them to park in designated areas on the east lot.
- e. Students using automobiles improperly may forfeit the right to use school parking lots.
- f. The interior of a student's motor vehicle, including the glove and trunk compartments, in a school district location may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to loss of parking privileges and to discipline if the student refuses to open a locked motor vehicle or its compartments under the student's control upon a school official's request.
- g. Unauthorized vehicles parked on school property may be towed at the expense of the owner or operator.

I. Bicycles

The school is not responsible for bicycles ridden to school and parked on school property. Bicycles parked at school should be locked in the bicycle racks.

J. Pledge of Allegiance

121A.11 UNITED STATES FLAG. The School Board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for the recitation of the Pledge of Allegiance and instruction in school to help further that end. The recitation shall be conducted by each individual classroom teacher or the teacher's surrogate; or over a school intercom system by a person designated by the school principal or other person having administrative control over the school. Any student or teacher may decline to participate in the recitation of the Pledge of Allegiance to the flag. Others must respect the choice not to recite the Pledge. Every public school in Minnesota must display an appropriate United States flag when in session.

K. Reporting to Parents

It is School District policy to inform parents at regular intervals of their student's attendance, academic, and disciplinary matters. Consequently, the following reports will be available at appropriate times to parents:

1. **Attendance Notices**

Notices of irregular attendance practices will be forwarded to parents/guardians at appropriate intervals. Should poor attendance continue, a conference with the student's parents/guardians will be necessary. Continued poor attendance could result in the student's forfeiting credit in the particular class.

2. **Academic Reports**

The grading system is A, B, C, D, F, No Credit, and Incomplete. Report cards are available online to parents, guardians, and students at the end of each grading period. On-line access can be obtained by contacting Kathy Wobbrock at 934-4210 ext 418, or kwobbrock@stpetersschools.org. Paper copies will be mailed per parent/guardian request.

3. Academic progress reports are available online throughout the school year.
4. Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.
5. Discipline Referrals
Whenever any form of disciplinary action is necessary, a discipline referral will be posted on the students Infinite Campus portal informing parents of the misconduct as well as the administrative action taken. Parents will be called for major incidents.

L. School Closing Procedures

School closings and late start announcements will be made over local television and radio stations, as well as with automated calls, beginning about 6:30 a.m. The school district will also activate its emergency announcement system. The same local media will be used if school must be dismissed early. Each rural student is asked to make prior arrangements to stay in town in case future weather conditions do not permit the buses to follow their routes. Parents/guardians may choose not to send their child to school if, in their estimation, the weather is too severe and school has not been closed.

M. Searches (Locker, Vehicle, Personal)

Equipment such as lockers belongs to the school district, but students may be allowed to use the equipment as a convenience. The school insists that lockers be properly cared for and not used for the storage of illegal items such as firearms, liquor, cigarettes, illegal drugs, etc. Students will each be issued a locker and its combination. Students are encouraged to keep their locker locked at all times and not share their locker combination with others.

1. Student's Rights

- a. A search of a student's person should be limited to a situation where the administration has a reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
- b. Dangerous items (such as firearms, weapons, etc.) and other items, which may be used to substantially disrupt the educational process, will be removed from the student's possession.
- c. A general inspection of school properties including, but not limited to, lockers or desks may be conducted on a regular basis. Illegal items and items belonging to the school or another person will be seized.
- d. All items seized may be returned to the proper authorities or the true owner.
- e. Students may be given the opportunity to be present when a search of personal possessions is conducted if there is no reason to believe that their presence would be a threat to the safety of themselves or others.
- f. When a custodial interrogation takes place in school (in relation to a locker search) by a law enforcement official or police officer, students should be advised of their rights by the proper authority, including the right to counsel and the right to remain silent.
- g. Lockers may be searched by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.
- h. It is a policy of the state of Minnesota (Subdivision 1) that school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. These searches may be carried out by a specially trained dog. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal

possessions, the school authorities must provide notice of the search to the students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

- i. School administrators will conduct periodic inspections of the school locker areas and/or parking lots on district premises. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district police.

N. Junior and Senior Privilege

Junior & Senior Privilege is available to those juniors and seniors who qualify during the first, second, third, and fourth quarters of the school year. This privilege will allow qualifying students the ability to leave school during their study hall. In order to qualify for this privilege, students must meet the following standards/criteria:

1. Students must be in good academic standing.
 - a. For Juniors and Seniors, all grades earned in the quarter prior to the student's study hall must be a C or higher to qualify.
2. Students must not have ANY major disciplinary referrals, behavior issues, or unexcused absences in the quarter preceding or during the quarter of Privilege. Disciplinary referrals will result in immediate loss of Privilege.
3. Students must be registered for seven credits.
4. Students may not be tardy to the class that follows their Privilege time. (3 violations of this rule will result in the loss of Privilege)
5. Students must attend their scheduled Saints Time on Wednesdays.
6. During scheduled Privilege time, students may use the Commons, locker bay area, media center, resource spaces, or leave the building.
7. A parent/guardian's signature of approval must be signed on the application form unless the student is 18 and has the appropriate form on file in the High School office.
8. Applications must be completed and returned to the Deans Office ~~student services office~~. This privilege does not start until it is on the students schedule on Infinite Campus. Privilege continues into subsequent quarters unless it is revoked.
9. When do we remove students for grades?

Quarter: Remove privilege for students who receive below a C grade.
Mid Quarter: Remove privilege for students who receive a C- or below.
**Students who are removed because they receive a C- or below can earn it back once they are back to a C or better grade.*

O. Student Appearance

1. Students do not have a formal dress code. However, in order to provide the very best learning environment, clothing or hairstyles deemed disruptive or which cause a distraction to the educational process will not be allowed. Teachers and other staff will make the determination of disruption or distraction.

The school prohibits objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected class, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals.

If a student's appearance is determined to be inappropriate in the school setting, the student will be responsible to correct the situation by:

- a. Changing the attire

- b. Covering the attire or distraction, or
 - c. Removing the attire or distraction.
 - d. Go home to change
- 2. Appropriate hats and caps and other head coverings will be allowed in the high school; however, classroom protocol will be at the discretion of the teacher. Teachers will have the right to allow or not allow hats in their classes. Failure to follow classroom rules will be considered insubordination.
- 3. Student Rights and Responsibilities
 - a. Student dress and grooming are the responsibility of the student and her/his parent/guardian.
 - b. Dress and grooming shall be clean and in keeping with health and sanitary practices.
 - c. Students should not wear clothing or hairstyles that can be hazardous to them in their school activities such as shop, lab work, physical education, and art.
 - d. Dress and grooming shall not disrupt the educational process.
 - e. Students whose dress is in violation of these standards will be subject to dismissal.
- 4. Students who continually refuse to comply with requests to dress accordingly will be subject to all discipline procedures.

P. Student Assemblies, Meetings, and Dances

The First Amendment right to free speech and assembly are honored, provided that the exercise of a right does not substantially disrupt the educational process.

- 1. Student Meeting Rights
 - a. Students are permitted to hold student meetings on school property within the limitation applicable to all groups under [Minnesota Statute 123.36 \(5\)](#).
 - b. Students have the right to gather informally.
- 2. Rules for a Student Meeting
 - a. Meetings should be scheduled in advance.
 - b. Normal class activities may not be disrupted.
 - c. The meeting shall not be such as may be likely to create a substantial danger to persons or property.
 - d. If a crowd is anticipated, a crowd control plan shall be filed in the Principal's office in advance of the meeting.
- 3. Rule for an Informal Gathering
 - a. Students gathered informally shall not subsequently disrupt the educational process.
 - b. Students who willfully disregard this rule may be subject to dismissal.
- 4. Dances
 - a. Only Saint Peter High School groups may sponsor dances, which are approved and cleared by the Student Council and building principal.
 - b. All dances must have the following adults present:
 - 1. The advisor of the hosting organization
 - 2. Eight adult chaperones
 - 3. One police officer
 - c. Students wishing to bring an outsider to a school dance must obtain a pass from the High School office to the dance.
 - d. Any student who leaves the dance will not be readmitted.
 - e. Guests are subject to the same rules as students of Saint Peter High School.
 - f. Prom is sponsored by the Junior class in honor of the Seniors. The dance is open to Juniors and Seniors and their guests. However, participants must be at least of Junior class status and no older than age 20.

Q. Transportation

1. Rules and Expectations

a. School Bus and Bus Stop Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office/School Office.

b. Expectations at the Bus Stop

1. Get to the bus stop five minutes before your scheduled pick-up time. The school bus will not wait for late students.
2. Respect the property of others while waiting at the bus stop.
3. Keep your arms, legs, and belongings to yourself.
4. Use appropriate language.
5. Stay away from the street, road, or highway when waiting for the bus.
6. Wait until the bus stops before approaching the bus.
7. After getting off the bus, move away from the bus.
8. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
9. No fighting, harassing, intimidating, or horse playing.
10. No use of alcohol, tobacco, or drugs.

c. Expectations on the Bus

1. Follow the driver's direction right away.
2. Sit in the seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, intimidating, or horse playing.
7. Do not throw any object.
8. No eating, drinking or using tobacco or drugs.
9. Do not bring any weapon or dangerous objects on the school bus.
10. Do not damage the school bus.

2. Consequences

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's privilege to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be at the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

a. Discipline

1. The first time a student violates any of the rules of the bus, the student responsible will be warned, his or her parents/guardians will be notified, and the student may face school-assigned detention.
2. The second time an incident occurs, the parents/guardians of the student will be notified. The student may face in-school detention or removal from the bus for up to five days.
3. The third time an incident occurs, the student responsible will be removed from the bus for five or more days, and his or her parents/guardians will be notified.
4. The fourth time an incident occurs, the student responsible may be removed from the bus for the remainder of the year.

5. Any infraction serious enough in nature may be cause for immediate removal from the bus.
3. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety. Records may also be maintained in the transportation office.
4. Vandalism/Bus Damage

Students damaging school buses will be held responsible for the damages. Failure to pay for repairs (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.
5. Notice

Students will be given a copy of school bus and bus stop rules during the school bus safety training. Rules are to be posted on each bus and the driver will periodically review both rules and consequences with students.
6. Criminal Conduct

In cases involving criminal conduct (assault, weapons, possession, or vandalism), the Superintendent, local law enforcement officials, and the Department of Public Safety will be informed.
7. Transportation to and from Activities
 - a. All students will ride school-provided transportation to and from school events. An exception may be made, at the school employee's discretion, if a student is turned over directly to a parent/guardian who submits a written request.
 - b. Students will be dropped off only at the school after events. Students will not be dropped off at their homes or any other location for any reason.
8. Use of School Buses
 - a. General Rule

The School District uses school buses as transportation for all co-curricular activities.
 - b. Exceptions
 1. Coach buses may be substituted for school buses during the summer months if requested by the building level principal.
 2. Those students who directly participate in the tournament may use coach buses for transportation to and from state tournaments. The request must be made by the coach of the activity or the director of activities.
 3. A coach, director, or teacher may make a request in writing to the building level principal that a coach bus be substituted for a school bus for any particular activity. The principal, at his or her discretion, may substitute a bus coach for a school bus. The decision should be based upon the number of students being transported, the distance to the activity, the type of equipment that will accompany the group and other factors that may affect the safety of the students.

A copy of the school district school bus and bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls during the school year. Parents and guardians are asked to review the rules with their students.

9. Parent/Guardian responsibilities for transportation safety
 - a. Become familiar with district rules, policies, regulations, and principles of school bus safety
 - b. Assist students in understanding safety rules and encourage them to abide by them
 - c. Recognize their own responsibility for the actions of their children
 - d. Support safe riding practices and reasonable discipline efforts

- e. When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus
- f. Support emergency evacuation procedures as set up by the school district
- g. Respect the rights and privileges of others
- h. Communicate safety concerns to school administrators
- i. Monitor bus stops, if possible
- j. Support all efforts to improve school bus safety

R. Visitors

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the front office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the and to wear a “visitors badge” while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district.

Students who are interested in enrolling at Saint Peter High School are welcome to visit during the school day. Only in cases of emergencies will other student visitors be allowed to visit during the school day.

Students are not allowed to bring visitors to school without prior permission from the principal.

S. Withdrawal Procedure

Students who plan on withdrawing from Saint Peter High School should obtain from the Counselor's office the proper withdrawal form and have each of the teachers sign it. Once all teachers have signed the withdrawal form and collected the books, the withdrawal form should be brought to the counselor's office.

SECTION 4: TECHNOLOGY

A. Telephone Use, Messages, and Calls from Home

1. Cell phones are not allowed in academic areas of St Peter High School.
 - a. Classrooms
 - b. Pods
 - c. Any area where academic instruction is taking place
2. Students shall keep their personal electronic communication devices (cell phone, earbuds, headphones, etc.) in the classroom phone pouch or area designated by the classroom teacher. All identified devices will remain there for the entirety of the class period. Devices are not allowed during breaks or when going to the bathrooms.
3. Cell phones may not be used in any manner that causes or results in disruption of the educational environment or school-sponsored extracurricular activities or events or impairs or interferes with school district operations.
4. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds or the bus or school-sponsored activities or events.
5. Cell phones and other personal electronic devices may be used at the following times, providing they are not used for the invasion of personal space and/or property of another person
 - a. Before and after school
 - b. During passing times between scheduled classes
 - c. During a student's own lunchtime
 - d. During one's commons study hall
6. Except in cases of emergencies, the office does not call students out of classes when parents leave messages for their students. The office will attempt to call students from class at the end of a class period if possible, or students will be called to the offices at the end of the school day.
7. Students are not allowed to record videos or take photos of others (staff and students) at any time during the school day unless approved by the dean of students or principal. Students have been strongly encouraged to protect their electronic devices against the risk of theft or loss. School personnel will make limited effort to investigate these losses or thefts. The school assumes no responsibility for confiscated items.

B. Saints Digital Learning Initiative (Chromebooks)

Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience.

Please consult the *Saints Digital Learning Initiative 1-to-1 Handbook* for program details, expectations, and terms and conditions. Handbooks are available upon request from the high school office.

SECTION 5: STUDENT CONDUCT & DISCIPLINE POLICY

A. STUDENT RIGHTS

All students have the right to an education and the right to learn.

B. STUDENT RESPONSIBILITIES

All students have the responsibility:

1. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures
2. To attend school daily, except when excused, and to be on time to all classes and other school functions
3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities
4. To make necessary arrangements for making up work when absent from school
5. To assist the school staff in maintaining a safe school for all students
6. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them
7. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect
8. To be aware of and comply with federal, state, and local laws
9. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate
10. To respect and maintain the school's property and the property of others
11. To dress and groom in a manner that meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy
12. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language
13. To conduct themselves in an appropriate physical or verbal manner
14. To recognize and respect the rights of others

C. CODE OF STUDENT CONDUCT

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

The School Board considers the following behaviors to be unacceptable behaviors that may be subject to disciplinary action. These behaviors are defined more thoroughly in the Student Handbook, and will be reviewed annually.

1. Acts of dishonesty

2. Any criminal activity or violation of the law. 506-5
3. Attendance issues, including failure to attend class, tardiness, and leaving class without permission
4. Cheating and plagiarism
5. Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage
6. Failing to follow the instructions of an administrator, teacher, or other School District representative.
7. Gang activity
8. Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting
9. Possession, distribution, or use of alcohol, cannabinoid products, drugs, vapes and other tobacco products (including look alike substances and synthetic substances) or paraphernalia
10. Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances
11. Substantially interrupting the learning environment
12. Sexual misconduct and sexual assault
13. Theft
14. Threats of violence
15. Trespassing
16. Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language
17. Violations of other School Board Policies setting forth expectations for student behavior including:
 - a. School Board Policy 102, Equal Educational Opportunity
 - b. School Board Policy 413, Harassment and Violence
 - c. School Board Policy 417, Chemical Use and Abuse
 - d. School Board Policy 419, Tobacco-Free Environment
 - e. School Board Policy 501, Weapons
 - f. School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person
 - g. School Board Policy 503, Student Attendance
 - h. School Board Policy 504, Student Dress and Appearance
 - i. School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees
 - j. School Board Policy 514 Bullying Prohibition
 - k. School Board Policy 521, Student Disability Nondiscrimination
 - l. School Board Policy 526, Hazing Prohibition
 - m. School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches
 - n. School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination
 - o. School Board Policy 536, Student Internet Acceptable Use and Safety Policy
 - p. School Board Policy 627, Academic Honesty
 - q. School Board Policy 709, Student Transportation Safety

D. RULES OF CONDUCT

Disciplinary action may be taken against students for any behavior that disrupts good order, impedes the educational process, or violates the rights of others.

1. DISCIPLINARY ACTION may include but is not limited to:
 - a. Meeting with the teacher, counselor, dean of students or principal
 - b. Lunch detention
 - c. Loss of school privileges
 - d. Parental conference with school staff
 - e. Modified school programs
 - f. Removal from class
 - g. Co-Curricular ineligibility
 - h. Suspension
 - i. Exclusion
 - j. Reasonable restraint for self-protection or protection of others
2. The principal may impose or recommend a longer suspension, expulsion, or any other discipline as appropriate on a case-by-case basis (i.e. school service or restitution). The principal may require that the student enter into a behavior contract.
3. It is the policy of the School District to follow the Minnesota Pupil Fair Dismissal Act in the suspension, exclusion, and expulsion of students. The basic provisions of the Pupil Fair Dismissal Act shall be published in the Student Handbook. The handbook will be made available to all students during the first month of the school year.

E. CHEMICAL INFRACTIONS

** See Appendix for complete Drug/Alcohol and Assault Policy

1. ALCOHOL OR CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, narcotic, illegal substance, controlled substance, or drug paraphernalia is prohibited while on district property, participating in a district-sponsored activity, or traveling in a district vehicle.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	5-day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

2. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange or distribute any alcoholic, narcotic, illegal substance, or controlled substance on district property, while participating in a district-sponsored event or traveling in a district vehicle is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

3. MEDICATION MISUSE (OVER THE COUNTER)

Any student in possession of or using an “over-the-counter” medication must do so in a manner consistent with district policy (see Policy 516 – Student Medication). Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange or distribute any “over-the-counter” medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

4. MEDICATION MISUSE (PRESCRIPTION)

Any student in possession of or using prescription medication must do so in a manner consistent with district policy.. Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange or distribute any prescription medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral	

5. TOBACCO USE OR POSSESSION

Possession or use of tobacco is prohibited, including e-cigarettes and other items used for the use of tobacco or other illegal substances.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-day suspension Police referral	2 day suspension Police referral	3-day suspension Police referral

F. DANGEROUS AND/OR NUISANCE ITEMS

** See Appendix for complete WEAPONS POLICY

1. WEAPONS, EXPLOSIVES, INCENDIARY DEVICES, AMMUNITION, AND OTHER DANGEROUS ITEMS

"Weapon" means any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use is capable of threatening or producing great bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death. "Weapon" includes, but is not limited to, guns (including BB and pellet guns, look-alike guns, and non-functioning guns that could be used to threaten others), knives, clubs, metal knuckles (used in a threatening manner), nunchucks, throwing stars, explosives, stun guns, ammunition, chains, and chain wallets.

- "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school-sponsored activity.

- b. Possession of a weapon in school or on school grounds will result in confiscation of the weapon and referral to the police and may result in an initial out-of-school suspension for five (5) days and a recommendation to the Superintendent of Schools that the student be expelled.
- c. A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the principal's office shall not be considered in possession of a weapon.

G. FIREARMS

Minnesota state law requires that the school board must expel for a period of at least one year a student who is determined to have brought a firearm to school. The definition of a firearm is found at 18 U.S.C. § 921. The school board may modify this expulsion requirement on a case- by-case basis.

Grades	First Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral

H. FIREWORKS

Possession, distribution or use of any type of fireworks (sparklers, firecrackers, smoke bombs) or ammunition is prohibited. Use of any fireworks that creates a serious disturbance or safety hazard may be considered a violation of “Weapons, Explosives, Incendiary Devices, Ammunition, and Other Dangerous Items.”

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	5-day suspension Police Referral	5-10 day suspension Police Referral	10-day suspension Expulsion recommendation Police Referral

I. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-day suspension	3-day suspension

(**) Indicates disciplinary action assigned by building administration.

J. POTENTIALLY DANGEROUS ITEMS

Possessing potentially dangerous items that if misused may be considered dangerous, illegal or could possibly cause harm are prohibited. If it is discovered that a student has accidentally brought such an item to school, the student may not be considered in possession of a weapon. Nonetheless, because students are responsible for what they bring to school and possession of these items is prohibited, the consequences outlined below apply. If a student directly or indirectly threatens another person or persons with such an object, the student will be determined to be in possession of a weapon and appropriate action will be taken in accordance with district policy.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	1-day suspension	3-day suspension	5-day suspension

K. DRIVING INTERACTIONS AND TRANSPORTATION

1. DRIVING, CARELESS OR RECKLESS

Driving any motorized or non-motorized vehicle on district property in such a manner as to endanger people or property is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	Parking permit revoked for the identified time period Possible Police referral	3-day suspension Parking permit permanently revoked Police referral	5-day suspension Police referral

2. TRANSPORTATION

All rules that apply to building and classroom behavior apply while riding a school bus. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with district policy. **Students endangering persons or property may lose bus riding privileges immediately and for an indefinite period.** Students, grades 9-12, who commit a fourth offense, will be suspended from riding the bus for the remainder of the school year.

Grades	First Offense	Second Offense	Third Offense	Fourth Offense
Grades 9-12	Verbal Warning	1-5 day bus suspension	Loss of bus riding privilege for 10 days	Loss of bus riding privileges for one calendar year

3. VEHICLE UNAUTHORIZED PARKING, DISPLAY OF PARKING PERMIT

Students desiring to use any of the high school parking facilities will be required to purchase a parking permit. Cars, vans, trucks, motorcycles and mopeds must all have the required Saint Peter High School permit in order to use school parking lots. Permits are available in the high school office. Violators may lose all parking privileges on school grounds.

Students will be issued a student-parking sticker.. A \$20.00 fee will be charged for every lost parking sticker issued thereafter. Parking stickers must be attached to each vehicle's inside rearview mirror. The parking sticker must be clearly visible from outside of the vehicle. Student vehicles need a new parking sticker each school year.

4. Parking Rules:

- The student parking lot is the west lot, adjacent to the tennis courts and the entrance to the gymnasium area.
- Students must park their vehicles in the parking lots in areas designated as student parking. Vehicles must be parked in marked parking spots or this can impede the safe coming and going of other vehicles.
- Students must drive safely at all times.

- d. Students who are authorized to leave during the day (PSEO, Junior/Senior Privilege,) will be issued a different color parking pass that will allow them to park in designated areas on the east side (staff lot / media center side).
- e. Students who leave during the day for appointments will be issued a temporary parking pass for that day, which will allow them to park in the staff lot upon their return.
- f. Students using automobiles improperly may forfeit the right to use school parking lots.
- g. Students who park on school grounds understand that their vehicle may be searched by school personnel at any time while parked on school grounds, provided that the high school personnel have reason to believe that the vehicle contains contraband.
- h. Vehicles on school grounds after parking privileges have been revoked are subject to immediate towing at the expense of the student/owner.

L. PHYSICAL INFRACTIONS

** See Appendix for complete Drug/Alcohol and Assault Policy

1. ASSAULT

Committing an act with intent to cause fear **in another person of immediate bodily harm** or death or attempting to or threatening to inflict bodily harm is prohibited. This includes all incidents where blows are exchanged.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	2-5 day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

2. ASSAULT, AGGRAVATED

Committing an assault upon another person with a weapon or an assault that inflicts great bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

3. PUSHING, SHOIVING, SCUFFLING

Physical contact that could harm others, but is not defined as an assault or fighting, is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-3 day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

4. SEXUAL MISCONDUCT

Engaging in non-consensual sexual intercourse or sexual contact with another person including intentional touching of clothing covering a person's intimate parts, intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited. Indecent exposure is also prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

M. PROPERTY INFRACTIONS

1. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grades	First Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral

2. BREAKING AND ENTERING

Entering a secured district location, after school hours, using an unauthorized mechanism of entering is prohibited.

Grades	First Offense	Second Offense
Grades 9-12	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

3. FIRE EXTINGUISHER, UNAUTHORIZED USE

Fire extinguishers are important tools that are needed in potentially life-threatening fires. All other uses are prohibited.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	**	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(**) Indicates disciplinary action assigned by building administration.

4. ROBBERY OR EXTORTION

Taking property from another person by the use of force, the threat of force compelling acquiescence, or under false pretenses is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension Police referral	5-10 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

5. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage, or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera or an automatic locking door apparatus.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension Police referral	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

6. THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

The unauthorized taking, using, transferring, hiding or possessing of property of another person without the consent of the owner or the receiving of such property is prohibited. Restitution, when appropriate, will be required.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension Police referral	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

7. TRESPASSING

Remaining on school property without authorization is prohibited. Students are not to go into other district buildings unless they have permission from the building administrator or are attending a district-sponsored event. Any student on suspension who goes to a district location without permission is subject to being charged with trespassing and an increase in suspension time. Admitting others through a locked or secured entrance without the permission of district employees is also classified as trespassing.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-day suspension Police referral	3 day suspension Police referral	5-10 day suspension Police referral

8. VANDALISM, MINOR ACTS (LESS THAN \$500)

Littering, defacing (including placement of graffiti), cutting, damaging or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

9. VANDALISM, MAJOR ACTS (MORE THAN \$500)

Littering, defacing (including placement of graffiti), cutting, damaging, or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

N. TECHNOLOGY INFRACTIONS

** See Appendix for complete ACCEPTABLE USE OF THE COMPUTER NETWORK AND INTERNET

1. SECURITY SYSTEM-or TELECOMMUNICATIONS TAMPERING/ TELECOMMUNICATIONS TAMPERING

Any action that is intended to deactivate, damage, or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera or an automatic locking door apparatus.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension Police referral	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

2. ELECTRONIC DEVICES, MISUSE OF

High school students may use cell phones or personal electronic mobile devices at the discretion of a teacher and in a way that is not disruptive to the educational process including use in class or in any way that sacrifices, or potentially sacrifices, academic integrity (see also Dishonesty, Scholastic and Photographic Device Misuse).

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	Device confiscated Pick up at the end of the day either from the teacher or office.	Device confiscated 1 unit of lunch detention Parent must pick up phone	Cell phone plan created. Phone may be held in office during school day or not allowed at all.

3. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s)/recording that impinges upon the personal privacy of another. *Misuse of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process. This may involve a police referral.*

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-2 day suspension	3-5 day suspension	5-day suspension

4. TECHNOLOGY AND TELECOMMUNICATIONS, MISUSE

Misuse of technologies, equipment, or network; deletion or violation of password-protected information, computer programs, data, passwords, or system files; inappropriate accessing of files, directories, and Internet sites; deliberate contamination of the system; unethical use of information; or violation of copyright laws is prohibited. In addition, network access may be monitored and/or limited as a result of technology and/or telecommunication misuse.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	3-5 day suspension	10-day suspension and access limited or monitored indefinitely. Expulsion recommendation.

(**) Indicates disciplinary action assigned by building administration.

5. TECHNOLOGY & TELECOMMUNICATIONS, BREACH OF

The deliberate breach of the school district network and technology resources is prohibited and may result in disciplinary actions, including but not limited to suspension, police referral, and recommendation for expulsion.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	5 day suspension. Police referral. Social worker referral.	10-day suspension. Police referral. Recommendation for expulsion.	

O. THREATENING AND/OR DISRUPTIVE BEHAVIOR

** See Appendix for complete HARASSMENT AND VIOLENCE POLICY

** See Appendix for complete BULLYING PROHIBITION POLICY

1. ABUSE, VERBAL

The use of language that is obscene, threatening, intimidating, or inflammatory or that degrades other people is prohibited. Verbal abuse may also be addressed under the guidelines for harassment and/or bullying, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	3-5 day suspension	10-day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

2. **BOMB THREAT OR TERRORISTIC THREAT** (see Appendix for complete policy)
Making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

3. **BULLYING OR INTIMIDATING BEHAVIOR**(see Appendix for complete Bullying Prohibition policy)
Bullying or intimidating behavior of any type, including through the use of technology and the Internet, is prohibited. Bullying or intimidating behavior may also be addressed under the guidelines for harassment and/or verbal abuse, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	Restorative Intervention	1-3 day suspension Restorative intervention	2-10 day suspension Restorative intervention

(**) Indicates disciplinary action assigned by building administration.

4. **DISORDERLY CONDUCT**

Disorderly conduct is prohibited. Disorderly conduct is an act that the student knows or has reasonable grounds to know will alarm, anger, disturb others or provoke an assault or breach of the peace. Disorderly conduct may also be engaging in offensive, obscene, abusive, boisterous or noisy conduct or gestures or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	2-5 day suspension	10-day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

5. **DISRUPTIVE OR DISRESPECTFUL BEHAVIOR**

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-day suspension	3-day suspension

(**) Indicates disciplinary action assigned by building administration.

6. FIRE ALARM, FALSE

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm, fire alarm system or sprinkler system is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral	

7. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games, and other items used to promote a game of chance) is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-3 day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

8. HARASSMENT OR RETALIATION (see Appendix for complete policy)

Harassment and violence because of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age, as defined in the district policy, are prohibited. Reprisal or retaliation for a complaint of harassment is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	Varies depending on severity of situation but includes Harassment policy education	Varies depending on severity of situation	Varies depending on severity of situation

9. HAZING (see Appendix for complete policy)

Hazing activities of any type are prohibited at all times. Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing, by its very nature, often occurs off school grounds, after school hours, on non-school days, and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs. May include police referral.

Grades	First Offense	Second Offense	Third Offense[b010]
Grades 9-12	3-5 day suspension	10-day suspension Expulsion recommendation	

10. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-3 day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

11. THREATENING GROUP ACTIVITY (see Appendix for complete policy)

Threatening group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, etc. are prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	3-day suspension Social worker intervention	5-day suspension	10-day suspension Expulsion recommendation

12. THREATS OF PHYSICAL HARM TOWARD STUDENTS, EMPLOYEES, OR OTHER PERSONS

The use of language or comments that are blatantly threatening or intimidating that could be interpreted as a death threat or insinuating the infliction of serious bodily harm upon students, employees or other persons is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

P. OTHER BEHAVIOR INFRACTIONS

1. DRESS AND APPEARANCE

Inappropriate clothing or appearance is prohibited. Administrators reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of these guidelines, the student will be directed to make modifications or be sent home for the day.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**	1-3 day suspension

(**) Indicates disciplinary action assigned by building administration.

2. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension	3-day suspension	3-5 day suspension

3. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-day suspension	3-day suspension

(**) Indicates disciplinary action assigned by building administration.

4. INAPPROPRIATE USE OF SINGLE-PERSON RESTROOMS

Single user restrooms are to be used only by one person at a time. Entering and closing the door to utilize the restroom as pairs, regardless of gender is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	3-day suspension	5-day suspension	5-day suspension

Q. UNIQUE SITUATIONS

Discipline situations not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the school or district's needs.

1. In-School Suspension (ISS)

Definition: This is a short-term exclusion from classes, not from the school. The student will be assigned to a workroom where assignments will be brought and the student will work on school work in a supervised environment.

2. Out of School Suspension

Definition: An out of school suspension is the short-term exclusion of the student from school. The school is relieved of custody of and responsibility for the student.

Procedure: Suspension, exclusion, and expulsion shall be implemented in accordance with the Pupil Fair Dismissal Act.

3. Pupil Fair Dismissal Act

Nothing in this policy is intended to conflict with the Pupil Fair Dismissal Act.

a. Parent/Guardian Notification:

Parents/guardians shall be notified in writing of violation of the rules of conduct and resulting disciplinary actions by first-class mail except as provided otherwise by the Pupil Fair Dismissal Act. Disciplinary referrals will be mailed from the Senior High School office.

b. Student Notification:

Students shall be notified of violations of the Rules of Conduct and resulting disciplinary actions verbally except as provided otherwise by the Pupil Fair Dismissal Act.

4. Corporal Punishment

The Board of Education prohibits the use of corporal punishment. However, reasonable force may be used by a teacher or other member of the instructional, support or supervisory staff upon or toward a student when necessary to restrain the student from self-injury or injury to any other person or property.

5. Grounds for Dismissal

A student may be dismissed on the following grounds:

- Willful violation of any reasonable school board regulation.
- Willful conduct that materially and substantially disrupts the rights of others to an education.
- Willful conduct, which endangers the pupil or other pupils, or the property of the school.

- d. Direct defiance or refusal to comply with a direction by a Staff member, Principal or Superintendent.

6. Suspension

Students who are suspended from the regular school program may be suspended either in-school or out-of-school. At the time of dismissal, the students will be informed as to their status with the school. The type of suspension program used will depend upon the nature of the offense and the circumstances involved. The in-school suspension program will be used for most suspendable offenses.

7. In-School Suspension Program

This refers to an action taken by the school administration under the rules of the school board prohibiting a pupil from attending one or more classes for a period of no more than five school days. A student suspended in-school will be placed in a room under the direct supervision of a school authorized adult. Suspended students will have the following responsibilities:

- a. Students will be expected to follow the directions of the in-school suspension supervisor at all times.
- b. Students are expected to bring all books and necessary materials with them to the in-school suspension room.
- c. Students are expected to work on all assigned work and will not be permitted to sleep.
- d. Students will be expected to remain quiet and no unnecessary talking or noisemaking will be permitted.
- f. Students are expected to be on time to the in-school suspension room.
- g. Students will not be permitted to leave the in-school suspension room unless an emergency occurs or the office requests that they do so.
- h. A lunch break in the in-school suspension room will be provided at midday to accommodate those who desire to eat lunch.
- i. Students will not be permitted to participate in any school-related activities on the day(s) of suspension unless authorized to do so by the school administration. This means a student is ineligible to practice or to participate in any extra or co-curricular activities or events during the school day(s) or during the evening(s) of the suspension period.
- j. Students may not go to their lockers during their lunch hour because regular classes are in session and may not be disrupted.
- k. Students may not be removed from in-school suspension by a teacher for any reason.

The students suspended in the in-school suspension program are required to follow all the rules and regulations of this program. If these suspended students do not follow these rules and regulations, and out-of-school suspension program may be provided.

8. Out-of-School Suspension Program

This refers to an action taken by the school administration under the rules of the school board prohibiting a pupil from attending school for a period of time of no more than five school days.

The suspended students will have the following responsibilities:

- a. Students will be expected to leave the school grounds as soon as requested to do so.
- b. Students will be expected to remain off the school grounds unless otherwise authorized, until the suspension period is over.
- d. Students will be required to meet with the assistant principal or high school dean, at the conclusion of the suspension period.
- e. Students will be provided with all make-up work. Two days for each day of absence will be provided for the completion of all make-up work.
- f. Students will not be permitted to participate in any school-related activities on the day(s) of suspension, unless authorized to do so by the school administration. This means a student is

ineligible to practice, participate or attend any extra or co-curricular activities or events during the school day(s), or during the evening(s) of the suspension period.

9. Exclusion and Expulsion

- a. Exclusion is an action taken by the school board to prevent enrollment or re-enrollment of a student for a period, which shall not extend beyond the school year.
- b. Expulsion is an action taken by the school board to prohibit an enrolled student from further attendance for a period, which shall not extend beyond the school year.
- c. *Exclusion or Expulsion Procedures:*

No exclusion or expulsion shall be imposed without a hearing unless the right to a hearing is waived in writing by the student and parent/guardian. The school board or its agent shall initiate the action.

Written notice of intent to take action shall:

 1. Be served upon the student and her/his parent/guardian by certified mail.
 2. Contain a complete statement of the facts, a list of the witnesses, and a description of their testimony.
 3. State the date, time and place of the hearing.
- d. Be accompanied by a copy of Sections M.S. 121A.40 to 121A.56 of The Pupil Fair Dismissal Act of 1999.
- e. Describe alternative educational programs accorded the student prior to commencement of the expulsion or exclusion proceeding.
- f. Inform the student and parent/guardian of the right to:
 1. Have legal counsel at the hearing.
 2. Examine the student's records before the hearing.
 3. Present evidence.
 4. Confront and cross-examine all witnesses.

SECTION 6: CO-CURRICULAR

A. Academic Policy for Co-Curricular Participants

All students must be making progress toward graduation and be in line to graduate with their class. Any high school student who earns an “F” grade for a marking period will become ineligible for two weeks. Any middle school student who earns an “F” grade for a marking period will become ineligible for one week or one event, whichever is longer. An ineligible student, who can prove he/she is passing after the one- or two-week ineligibility period, will become eligible and put on academic probation until the next marking period. If a student slips back to an “F” grade during the probationary period, he/she will become ineligible until the next marking period. Prior to serving a period of ineligibility, an Academic Review Meeting will be held with the student, activities director, and dean of students.

B. Sportsmanship

Courtesy, fairness, and respect characterize sportsmanship. It is interpreted in the conduct of the participants, coaches, cheerleaders, school administrators, and spectators. It is with this philosophy in mind that we of Saint Peter High School are striving to maintain and improve upon these qualities through the implementation of our sportsmanship project.

1. Show respect for opponents by:
 - a. Standing for opponent's school song;
 - b. Avoiding a temptation to boo an opponent's successes.
 - c. Sitting in Saint Peter's student area and not in the opponent's section.
2. Show respect for officials, participants and cheerleaders by:
 - a. Accepting a referee's judgment call.
 - b. Avoiding harassment to the opposing team players or coaches.
 - c. Applauding well-performed plays or routines by both Saint Peter athletes and their opponents.
 - d. Sitting in the stands and watching -- leaving only at period breaks or at half time.
3. Show respect for the flag by:
 - a. Standing for the National Anthem.
 - b. Singing the National Anthem.
 - c. Removing caps/hats during the National Anthem.
4. Show respect for the adult spectators by:
 - a. Being polite to all citizens.
 - b. Avoiding running and pushing in the lobby.
5. Show respect for each other by:
 - a. Making room for other students to be seated.
 - b. Avoiding obstructing each other's view of the performance.
 - c. Refraining from making fun of others cheering or singing.
6. Acts of Misconduct
 - a. Uses of noisemakers- examples: compressed air horns, whistles, cowbells, and firecrackers.
 - b. Use of inappropriate banners or placards.
 - c. Throwing of objects – examples: coins, pop cans, folded programs as airplanes.
 - d. Use of obscene or abusive language that seeks to offend, intimidate, or show prejudice toward a player, official, or spectator.
 - e. Being on the premises of the scheduled contest while under the influence of alcohol or chemicals.
 - f. Unauthorized entry into any scheduled contest.
 - g. Behaving in a manner that violates the sportsmanship code.

7. Should a student be banned from attending events due to inappropriate conduct and/or poor sportsmanship, the following requirements must be fulfilled prior to reinstatement of attendance privileges:
 - a. Contact and discuss the breaking of the Sportsmanship Policy with the Activities Director or Principal in a timely manner.
 - b. A written apology to all schools involved.
 - c. Contact the Big South Conference Executive Secretary to be and allowed back to activities.
 - d. In the event that the infraction occurred against a Big South Conference school, the individual must contact and apologize to that school (s) to be reinstated.
 - e. In the event that the infraction is against a non-conference school the student must contact a principal to be reinstated.

C. Student Council

1. Senior High School Student Council (Grades 9-12)
Members are elected toward the end of the previous school year. Each grade level (9-12) will elect 10 representatives. At-large representatives may also be elected later in the school year.
2. Student Representatives
Students, who correspond with agencies outside of this school, signing or stating that they are representatives of Saint Peter High School, must have the authorization of their advisor or from the building principal.
3. Memorials
The senior high student council serves as the school organization that sends memorials on behalf of the senior high school to students and families who have suffered the loss of a family member.

D. Change of level of play of athlete

Certain guidelines should be adhered to when considering the change of level of play of an athlete.

1. The coaching staff of that sport shall discuss if the individual athlete is ready for the move to a higher level of competition and whether or not there is a need within the program for such a move.
2. The head coach of that sport shall discuss with the activities director the reasons for wanting to implement such a move and pick up the necessary forms that need to be signed.
3. The head coach shall contact the parent, explain what the move is that they would like to do, and ask if the parent approves the move. If they do not approve, proceed no further.
4. The head coach shall bring the signed paperwork to the activities director for final approval and his signature.

E. Advantages of changing levels:

1. The athlete is challenged to play with and against better competition.
2. He/she may play for a longer season.
3. The frustrations an athlete may have due to the disparity in skill level may be minimized.
4. Athletes will be given an opportunity to advance their skill level in a team sport, just as they can in an individual sport.

F. Disadvantages of changing levels:

1. Parents and athletes of the team in which the athlete is moving to may feel they are being displaced.
2. Athletes/parents from the team the athlete is leaving and team the athlete is going to, could disagree with the move causing socialization issues in school and the community for the athlete.
3. Athletes may feel they are not connected to any team.

4. The team the athlete leaves may lose a role model and an extra teacher to help them develop better skills.
5. Expectations from coaches, parents, teammates and fans may be greater.
6. Increased time commitment, more frequent and later home arrivals after games, split shifts in practice, transportation issues, may negatively impact the athlete's school work and the parental responsibilities.
7. The injury risk factor increases due to increased participation.

G. Activities and Organizations

<u>Activities</u>	<u>Fees</u>
Academic Decathlon	\$60
Adapted Bowling Baseball	\$60
Basketball (Boys and Girls)	\$125
Baseball	\$105
Cross Country (Boys and Girls)	\$105
First Tech Challenge (Robotics)	\$60
*Fishing (Grades 8-12)	*Fee set by association
**Sport currently ran by association. Participants will be held not only to St. Peter Public School policies but additional rules may apply.	
Football	\$125
Gymnastics	\$125
Golf (Boys and Girls)	\$125
Hockey (Boys and Girls) (7-12)	\$250
Knowledge Bowl	\$60
Math League	\$60
Mock Trial	\$60
National Honor Society	-
One Act Play	\$60
Respecters of Diversity	-
Soccer (Boys and Girls)	\$105
Softball	\$105
Speech	\$60
Student Council	-
Swimming/Diving	\$105
Tennis (Boys and Girls)	\$105
Theater (Musical, One Act Play, Spring Play)	\$60
Track (Boys and Girls)	\$105
*Trap	*Fee set by association
**Sport currently ran by association. Participants will be held not only to St. Peter Public School policies but additional rules may apply.	
Volleyball	\$125
Wrestling	\$125

The activity fee for 7-9 grade participants is \$45 regardless of the level in which they compete (except hockey).

There is a maximum \$250 fee per season per family (except hockey).

- a. Refunds of fees for activities will be made until halfway through the season for those students who cease to participate in the activity.
- b. There will be no refund of the activity fee in the event a student becomes ineligible to

participate as a result of violation of Minnesota State High School League or Saint Peter High School rules and regulations.

- c. Students from families who determine that a fee is prohibitive may make application to the appropriate building level principal for consideration to waive the fee or reduce it to an amount that the family can provide.
- d. A maximum of \$250.00 per family per season has been established to provide for participation by a number of students from a family (except hockey).

H **Activities Participation Rule**

Students must be in attendance during their afternoon classes, block three and four, in order to participate in any co-curricular activities. This pertains to both practices and events. Special consideration may be given for pre-approved absences. In that event, it is up to the individual student to contact the principal or Activities Director for permission to participate.

I. **Award Policy/Awards of Letters**

- 1. Awards
 - a. First award earned - certificate and chenille letter.
 - b. Succeeding awards earned - certificate.
 - c. Members of a South Central Conference Championship Team - certificate.
 - d. Awards will be presented to the athlete at the Athletic Banquet at the end of each season.
 - e. The participants will be invited to the Banquet if they are in good standing according to the Saint Peter High School Athletic code. Athletes who are invited are varsity letter winners, varsity team members and managers.
 - f. Spring sports awards will be announced only at the Athletic Banquet, but the individual coaches at the completion of that spring sport will present the awards.
- 2. Participation required to qualify for a Saint Peter High School Letter
(During a complete sport season)

Adapted Bowling

- a. Participant must play an active part on team for two years

Band

- a. Four years participation in grade 9 through 12 band
- b. Successful participation (75% of events) in pep and marching band in one school year
- c. Superior rating in a solo/ensemble at the regional music concert
- d. By the Director's and Activities Director's judgment in special cases

Baseball or Softball

- a. Actively participate in one-fourth of the total innings played by the varsity squad during the regular season, or
- b. By the Coaches and Activities Director's judgment in special cases.

Basketball

- a. Actively participate in one-fourth of the total quarters played by the varsity squad during the regular season. Tournament games do not count as a season game, but tournament halves count toward earning a letter, or

- b. By the Coaches and Activities Director's judgment in special cases.

Choir

- a. Participate in Solo/Ensemble Concert
- b. Be a member of the Chamber Singers
- c. Serve as an officer of the choir
- d. Serve as an accompanist

Cross Country

- a. Perform at the varsity level for at least one half of regularly scheduled meets;
- b. By the coaches and Activities Director's judgment in special cases.

Football

- a. Actively participate in one-fourth of the total quarters played by the varsity squad during the regular season, or
- b. By the Coaches and Activities Director's judgment in special cases.

Golf

- a. Perform at the varsity level for at least one half of regularly scheduled meets:
- b. By the Coaches and Activities Director's judgment in special cases.

Gymnastics

- a. Must place (1st, 2nd, 3rd or 4th) in at least one event. The total times placed by the individual should equal the number of scheduled meets during the regular season
- b. By the Coaches and Activities Director's judgment in special cases.

Hockey

- a. Must play in one-third of the total periods in the regular season, or
- b. By the Coaches and Activities Director's judgment in special cases.

Knowledge Bowl

- a. Attend all meets
- b. Attend 85% of practices
- c. By Advisor and Activities Director's judgment in special cases

Managers

- a. Must act as manager for two sport seasons, or
- b. By the Coaches and Activities Director's judgment in special cases.

Mock Trial

- a. Students need to be involved in two competitions in which they have played one of the following major roles: Attorney, Witness, Plaintiff, Timekeeper.

National Honor Society

- a. Students receive a collar upon graduation for maintaining active status in National Honor Society.

Soccer

- a. Participate in 40% of total halves played by the varsity squad during the regular season
- b. By the Coaches and Activities Director's judgment in special cases

Speech

- a. Participate in at least 2/3rds of the invitational tournaments
- b. Participate in the subsection tournament if qualified.
- c. Earn a minimum of 25 national Forensic League points
- d. Practice weekly with a Saint Peter High School coach
- e. Pay any invitational fines, if necessary
- f. Coaches reserve the right to award a letter in special circumstances.

Student Council

- a. Student council members must be making satisfactory progress toward successfully meeting the requirements to graduate with their class from Saint Peter High School
- b. Representatives must participate in at least eight activities or committees/projects during the school year
- c. Officers must participate in at least five activities or committees/projects during the school year
- d. Members at Large must participate in at least 8 activities or committees/projects during the school year
- e. No student council members may earn more than two units of detention for behavior/attendance (skipping) reason during the semester or more than four units of detention in any quarter for excessive tardiness
- f. No student council member may fail a semester course
- g. No student council member may have more than one unexcused absence from meetings during the school year

Swimming

- a. Score points equal to the number of meets in which the varsity team participates. Points can be earned during regular meets, and/or conference and sectional meets.
- b. By the Coaches and Activities Director's judgment in special cases.

Tennis

- a. Must play one-half of the dual meets during the regular season
- b. Play in conference meet, section or state meet
- c. By the Coaches and Activities Director's judgment in special cases.

Theater (Fall, Spring, One Act Play)

- a. Earn 4 Thespian points
- b. State entrant in One Act Play
- c. By play director or Activities Director's judgment in special cases

Track

- a. Must score points equal to the number of meets in which the varsity team participates during the regular season. These points can be scored during the regular season meets and/or conference and district meets, or

- b. By the Coaches and Activities Director's judgment in special cases

Trap Team

Team member must be in grades 7-12 at Saint Peter Middle/High School AND meet at least one of the following:

- a. Finish in the top six (6) on the team for any given week's competition.
- b. Finish in the top 20 on the team by average for the season. (Must shoot all competitive weeks)
- c. Be ranked in the top 25 of the conference during any given week's competition within their class/gender.
- d. Place in the top 100 in their class at the State Tournament.
- e. Finish in the Top 100 any given week in the state.
- f. Hit 25 targets consecutively in any competition.
- g. Average 19 or above for the season. (Must shoot all competitive weeks)
- h. Or by the coaches' and the Activities Director's judgment in special cases.

Visual Arts

- a. The visual arts competition is open to high school students in grade 9-12 Competition categories include: Sculpture, Drawing, Painting, Mixed Media, Printed Media.
- b. Participate in the MSHSL contest

Volleyball

- a. Must play in as many games as there are matches, must have played in three-fourths of the matches, exclusive of tournaments, or
- b. By the Coaches and Activities Director's judgment in special cases.

Wrestling

- a. Must accumulate 16 letter points. Letter points are awarded based on the result of each participant's varsity match. Ex. 9 points are earned for a fall.
- b. By the Coaches and Activities Director's judgment in special cases.

J. Special Recognition

The school may hold an assembly to recognize teams or individuals who have participated in state tournaments or meets. Interested community organizations, groups or individuals may participate in this assembly by making such a request to the principal.

K. Wednesday Night Practice/Rehearsal

It is the policy of Independent School District 508 not to hold any type of co-curricular activity or practice after 6:00 p.m. on Wednesdays during the school year. If there are any exceptions, the administration will contact the Ministerial Board.

L. Tournament Attendance Policy

If Saint Peter High School has a team participating in a State Tournament, the following shall apply:

- 1. Team members who are on the official group which represents Saint Peter High School (team members, statisticians, scorers, etc.) will be excused from the attendance policy on all days of the tournament.
- 2. Students who are not on the list of representatives to the tournament will be excused from the attendance policy, provided they bring back a ticket stub from the tournament which verifies their attendance and provided that we have a team participating in that specific tournament.

3. Students will not be excused from the attendance policy if Saint Peter High School does not have a team in competition in the tournament. However, the attendance may be excused by a parent for the absence, but it will still count toward the six-day attendance policy.
4. Students may be excused from the attendance policy for attendance at only one tournament per school year. If Saint Peter High School has a team in competition at more than one tournament during the school year (example: football in the fall, basketball in the winter, and tennis in the spring) only one state tournament attendance per school year will be excused from the six-day attendance policy.

M. Activity Tickets

Activity passes can be purchased in the Activities office. The pass will admit patrons to all activities with the exception of the fall play, section, and state tournaments.

N. Minnesota State High School League Rules

Saint Peter High School Eligibility Information for participants in Minnesota State High School League Activities

1. RIGHTS AND RESPONSIBILITIES FOR STUDENTS WHO PARTICIPATE IN MINNESOTA STATE HIGH SCHOOL LEAGUE-SPONSORED ACTIVITIES

- a. Students who participate in Minnesota State High School League activities must abide by the guidelines as published in the Minnesota State High School League eligibility information bulletin in the area of athletics, speech, and music. Students will not be permitted to begin participation until the eligibility bulletin is signed by the parents/guardians and the student.
- b. Students must attend an information session prior to the beginning of the season that addresses rules and the regulations of participation, including the consequences for the use or possession of mood altering chemicals. Although not mandatory, parents/guardians are expected to attend these meetings with their students.
- c. The parent/guardian, by signing the bulletin, agrees to work with the school in monitoring the behavior of their student as it relates to violations of Minnesota State High School League Rules and Regulations.

2. RULES FOR PARTICIPATION

Students who participate in Minnesota State High School League activities shall not, at any time, regardless of the quantity:

- a. use, consume, possess, buy, sell, or give away a beverage containing alcohol
- b. use, consume, possess, buy, sell, or give away tobacco
- c. use, consume, possess, buy, sell, or give away any other controlled substance (it is not a violation for a student to possess a controlled substance specifically prescribed for the student's own use by her/his doctor)
- d. use, consume, possess, buy, sell, or give away drug paraphernalia

3. CATEGORY I ACTIVITIES

- a. Category I activities at Saint Peter High School include athletic and speech activities.
- b. Violations

1. First Violation

Penalty: after confirmation of the first violation, the student shall lose eligibility for the next two consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

2. Second Violation

Penalty: after confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests or four (4) weeks, whichever

is greater, in which the student is a participant. No exception is permitted for a student who becomes a participant in a treatment program.

3. Third and Subsequent Violations

Penalty: after confirmation of the third or subsequent violations, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests or six (6) weeks, whichever is greater, in which the student is a participant.

If after the third or subsequent violations, the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. Only the director or a counselor of a chemical dependency treatment center may issue such certification.

Successful completion of a chemical dependency treatment program will satisfy only the most recent violation. Any other violations for which the penalty has not been satisfied must still be served in full.

d. Penalties are Cumulative

Penalties shall be cumulative beginning with and throughout the student's participation on any 7-12 grade team or activity.

f. Captain Selection:

A student who serves a penalty will be ineligible for being a captain for one calendar year including violations committed over the summer months.

g. If a student denies violation of a bylaw, is allowed to participate and is subsequently found guilty of the violation, the student will be disqualified from all interscholastic activities for nine additional weeks beyond the student's original period of ineligibility.

4. **CATEGORY II ACTIVITIES**

a. Category II activities at Saint Peter High School include band, choir, and drama.

b. Violations

After confirmation of the violation, the student is ineligible to perform at the next regularly scheduled, class-related performance or event (excluding pep band). Penalties shall be cumulative beginning with and throughout the student's participation in a high school activity. *Serving a Category II suspension does not fulfill a Category I suspension. Serving a Category I suspension does not fulfill a Category II suspension.*

5. **GUIDELINES FOR COMPLIANCE WITH MINNESOTA STATE HIGH SCHOOL LEAGUE RULES AND REGULATIONS**

- a. Any and all reported violations of Minnesota State High School League rules and regulations must be reported to the athletic director or building principal. Coaches, directors, or advisors cannot declare a participant ineligible. Coaches, directors, or advisors are directed to inform people who report violations to them to take their allegations to the athletic director.
- b. Participation in co-curricular activities cannot be denied to an eligible student by a coach, director, or advisor.
- c. A coach, director, or advisor who directly witnesses a violation or who has a confession of a violation given to him/her is directed to report such an incident to the athletic director or building level principal.
- d. Coaches, directors, and advisors are expected to know the school policies regarding the evaluation and suspicion of chemical abuse problems.

- e. Coaches, directors, and advisors are expected to act according to their professional judgment at all times.

6. SAINT PETER HIGH SCHOOL CO-CURRICULAR CODE OF CONDUCT

Students from Saint Peter High School who participate in co-curricular activities sponsored by Saint Peter High School are expected to follow the standards of behavior listed below. Although the standards listed below do not carry a predetermined ineligibility penalty, the Board of Education, staff, and administration of District 508 believe that students who represent Saint Peter High School have an obligation to meet the standards listed below:

- a. Students are not to involve themselves in behavior that could lead to a criminal charge or court action. Students who are convicted of such a charge during a season of play will have their participation reviewed under the policy stated above
- b. Students are not to involve themselves in activities that result in vandalism to Saint Peter High School or any other school that Saint Peter competes against. Students who are involved in vandalism of Saint Peter High School or any other high school against which Saint Peter competes will have their participation reviewed under the policy stated above
- c. Students are not to involve themselves with any behavior or action that reflects negatively upon themselves, their team or group, or their school
- d. A student who is under penalty of exclusion, expulsion, or suspension or whose character or conduct violates the Code of Conduct is not in good standing and is ineligible for a period of time as determined by the principal.

Code of Conduct Review

In addition to the rules and regulations as stated in the Minnesota State High School League eligibility information bulletin, the following procedure for individual student participation shall apply:

- a. In the event a serious problem arises in the areas of academic achievement, behavior, attendance, or citizenship, a staff member may make a request to the principal that the student's participation in that co-curricular activity be reviewed.
- b. Upon receipt of this request from a staff member, the principal will call together the activities director, a school counselor, the staff member who made the request, and the director and/or coach of the co-curricular activity in which the student is involved. The student may be present, with a support person whom she/he chooses.
- c. Following a review of the case, this group will make a recommendation to the high school principal in regard to the continued participation of the student in the co-curricular activity in which she/he is involved.

7. TRANSFER STUDENTS

Students who transfer to Saint Peter High School from another school and who wish to participate in Minnesota State High School League-sponsored activities must meet specific eligibility requirements. Transfer students who have questions about this policy are encouraged to contact the high school activities director.

SECTION 7: Health and Medication

A. Emergency Care Policy

In the event of an emergency or serious illness, it is the policy of the School District to provide appropriate medical response and to contact the parent/guardian in a timely manner.

In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian or designated emergency person will be contacted at the same time.

If the situation is not life threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Hospital- River's Edge for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

B. Injuries or Illnesses/Accident Reporting Procedure/Insurance

1. Injuries and Illnesses

- a. Students should notify the nearest teacher in case of injury, illness or emergency.
- b. Students who become ill should go to the health office. Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as absent unexcused.
- c. When they are due in a class, students should report to class and obtain a pass before going to the health office. This applies to all visits to the health office *except emergencies*.
- d. Students may not leave the school building for illness without first reporting to the health office and obtaining a student pass. The health office will call the parents/guardians to obtain their permission for the student to leave the building.

2. Accident Reporting Procedure

Students who suffer injuries from any particular accident should report to their teacher. If the teacher is not available, the student should report to the health office, at which time the proper action will be taken.

C. Medications

The School District acknowledges that some students may require prescribed and/or non-prescribed medication during the day. Medication will be administered by the school nurse or her/his designee, such as a trained health assistant, a principal, or a teacher.

1. Prescription and non-prescription medication requires a completed, signed authorization from the student's parent or guardian. The School District may rely on a verbal request from the parent or guardian to administer medication for up to two school days, until written authorization is received.
2. Prescription and non-prescription medication must come to school in the original prescription container. A medication permission form must be completed annually and/or when a change in the prescription occurs.
3. Prescribed medication that is to be taken in school requires a written order from the physician.
4. Medications are generally not to be carried by the student. If an exception is to be made, there must be a written agreement between the School District and the parent. Medications will be left with the appropriate School District representative, except as noted in a written agreement between the School

District and the parent. Students are allowed by Minnesota statute to carry inhalers for asthma and epi-pens for allergic reactions.

5. Parents or guardians must notify the school if any change in the student's medication or if the medication is no longer required. For medication dosage changes, the School District must receive written notification from the physician.
6. For drugs or medicine used by children with a disability, administration of medicine may be provided as specified in the individual education plan (IEP).

D. **Physical Examinations**

For the benefit of the individual student and the protection of other students and school personnel, it is the policy of the Saint Peter Public Schools to recommend periodic physical examinations of all students by a licensed physician. The selection of a licensed physician shall be made by the parents or guardians and the examination shall be at their expense.

1. A physical examination is recommended for all students prior to entry into kindergarten.
2. A physical examination is recommended for all students prior to entry into seventh grade.
3. Physical examinations are required prior to participating in interscholastic activities.
 - a. The first exam must occur prior to participating in the students first MSHSL activity. Physical exams are required to be updated and on file in the Activities Office every 3 years.
 - b. This is a requirement to be eligible to participate in MSHSL activities.

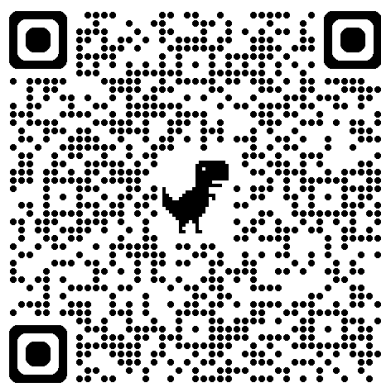
A student whose parents or guardians object to physical examinations on religious or constitutional grounds shall be exempted from such requirements if a statement signed by the student's parents or guardians requests the exemption and states the ground for the request. A student age 18 or over who objects to physical examinations on religious or constitutional grounds shall be exempted from such requirements by requesting the exemption and stating the grounds for the request in a written statement signed by the student. Exempting a student from the physical examination does not exempt the student from participating in the program of physical education. If such exemption is utilized, the student or parent (depending upon the student's age) shall furnish a written statement to the School District verifying that either the student has no disabilities and can fully participate or, setting forth the disabilities and limitations of the student. These exemptions do not apply to activities governed by the Minnesota State High School League (MSHSL).

Oshawa Learning Academy

at Hoffmann Learning Center

Student Handbook

2026-2027 SCHOOL YEAR



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Program Description and Objectives

Mission

The mission of the Oshawa Learning Academy is to facilitate the progress of children with identified mental health needs toward healthy, positive, and responsible functioning in a school setting. We strive to provide the opportunities for children in an atmosphere that is inviting and inclusive regardless of disability, behavior, or cultural differences and that is responsive to each child's strengths and needs.

Our goal is to have all students experience success by providing opportunities for students to grow academically, socially, and emotionally. We are fortunate to have a committed staff of professionals who offer a comprehensive elementary, middle and high school curriculum in areas such as reading, writing, social studies, science, and physical fitness/wellness.

Objectives

1. To establish a child-centered program in cooperation with the Leo A. Hoffmann Center that operates under conditions of mutual accountability, trust, and professional respect.
2. To assist each child in becoming more confident in his ability to learn and become more positive in his attitude toward school.
3. To provide each student the opportunity to improve academic skills necessary to be successful in school.
4. To participate in a system of communication between the Oshawa Learning Academy and the Leo A. Hoffmann Center that maximizes the opportunities for working together to benefit students.

Program Description

The Oshawa Learning Academy is an on-site educational program located within the Leo A. Hoffmann Center serving students identified with severe mental health issues requiring treatment in a Psychological Residential Treatment Facility (PRTF). The program is designed to serve male students in grades 4-12 who are in the PRTF program. The program is staffed with certified teachers from the Saint Peter Public School District (ISD 508) with Special Education oversight provided by the Minnesota Valley Educational District (ISD 6027).

Educational programming is individualized to the students educational and mental health needs but based on the curriculum and standards used at the other Saint Peter Public Schools buildings that serve students in the same grades. Core subjects of math, science, social studies, and English language arts are delivered each day. Specialists in the area of physical education, health, and electives are delivered on a rotation as staffing allows. Students in grades 9-12 earn credit towards graduation for their classroom achievements. Students receive educational and career planning services through educational services appropriate for their grade level. Students participate in benchmark and state assessments (MCA's) that other students in Saint Peter Schools participate in.

The Oshawa Learning Academy works in close collaboration with the Minnesota Valley Education District (MVED) to provide special education services for students with IEP's in the program. All available records are evaluated when students enroll and special education team meetings are held when students are enrolled to review accommodations and services to ensure they are receiving a free appropriate public education (FAPE).

The Oshawa Learning Academy works in close collaboration with the Leo A. Hoffmann Center, which is delivering the mental health program of treatment to address the mental health needs of the students in the program. Collaboration efforts include participation in intake meetings and weekly collaborative meetings between Oshawa and Leo A. Hoffmann program leaders to discuss student needs and educational programming, and brief, daily collaboration between teachers and supervision staff to discuss the immediate, daily mental health needs of the students in the program.

As recommended by the Leo A. Hoffmann Center as part of each student's plan: students will be released during the school day once per week for one hour of therapy and once per month for a one hour progress monitoring conference. Every effort will be made to schedule these release times to minimize the impact on the student's education. Additional schedule modifications may be made based on the student's IEP plan and recommendations from the care team at the Leo A. Hoffmann Center.

All teachers are licensed and every effort is made to hire highly qualified licensed teachers in the content area they are assigned to. The program principal will oversee the daily operations of the educational program and program faculty and staff. The principal will be responsible for recruiting, hiring, and evaluating the program faculty and staff. The general oversight of the program will include, but not be limited to: instruction, curriculum, testing, special education, student discipline, and serve as a liaison to the Leo A. Hoffmann Treatment Center.

The school calendar will mirror the calendar used by the Saint Peter School District. It will include approximately 170-175 instructional days and 185 teacher contract days. The Oshawa calendar will be expanded to include 18 days of ESY and/or summer school to meet the needs of students with IEPs and those receiving treatment in a PRTF facility.

Program Staff

Jana Sykora, Principal

Deb Wenner, Special Education Case Facilitator

Holly Hanson, Administrative Secretary

Doug Boyer, Special Education Teacher

Lisa Senear, Special Education Teacher

Karla Johnson, Special Education Teacher

Chelsey Crary, Communication Arts / Literature Teacher

Dave Nixon, Math / PE / Health Teacher

Beth Day, 4-6 Elementary Teacher

Keith Hanson, Phy Ed / DAPE Teacher

Paraprofessionals: Jackie Krakow, David KelseyBassett, Aisha Sheikomar

SECTION I: Academics

Curriculum & Instruction

Our highly qualified teachers are responsible for the development of the curriculum and for planning the delivery of the curriculum. Classroom paraprofessionals assist in the delivery of the curriculum (carrying out the teacher's plan) and differentiation and support for individual students.

Marking and Reporting Procedure

- Students may receive the full range of marks A-F and I (incomplete) or NC (no credit), provided that the level is identified and recorded.
- Marks are earned on a nine-week basis. Final marks are awarded at the end of each grading period and credit will be determined utilizing the 120 hours = 1.0 credit equation.
- Marks are awarded for academic achievement only. Marks are not to be used in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.
- Teachers must be able to explain to students and parents/guardians the reasons for a particular mark given.
- The teacher should give a reasonable explanation for an abnormal mark distribution.
- Teachers must explain how marks are determined and what is expected of a student who is to receive each of the marks. A handout to students is recommended.
- Students and parents/guardians are to be notified of student progress periodically, as provided by School Board Policy.
- Incomplete marks may be given at the teacher's discretion, but they must encourage students to complete all outstanding work.
- Teachers are to allow appropriate time for daily make-up work or tests that were assigned while the student was absent.
- A student who gives forth to the best of her/his capacity to learn as judged by the professional staff shall be promoted through the school program at the normal rate and shall be given passing marks.
- Teachers record all marks in an electronic class record book that is organized, accurate, and legible. This book becomes the official source for the school for student marks.

Academic Integrity

At the Oshawa Learning Academy, we act responsibly, live with integrity, and show respect. We hold our students to the highest standards of performance and integrity and expect each student and staff member to maintain these standards and strive for continuous improvement. We expect our students to take responsibility for their actions and thus maintain academic integrity and a respectful learning environment for our school.

To act with academic integrity, students must value and demonstrate positive regard for:

- Intellectual honesty
- Personal truthfulness

- Learning for its own sake
- The creation and work of others

Academic integrity is achieved when a student:

- Takes full credit for his own work and gives full credit to those who have helped or influenced him.
- Represents his own work honestly and accurately.
- Collaborates with other students only as specifically directed or authorized.

Student behaviors that promote genuine student achievement include:

- Organization - Keep class notes and materials in a folder that is easily accessible.
- Self advocacy - Seek help from teachers. Ask for clarification.
- Take risks - Learning is difficult work and students must be willing to try new things in order to learn skills and obtain new knowledge

Academic Integrity Violations

Violations may result in earning a zero on an assignment.

- Cheating: Seeking to obtain credit or improved scores through the use of deception.
 - Ex: copying homework, looking at another student's quiz or test
- Facilitation: Helping another student obtain credit or improved scores through the use of deception.
 - Ex: Allowing another student to copy your homework, reporting to other students what is on a test or quiz, working together with another student and submitting the same answers without instructor approval.
- Falsification: Fabrication.
 - Ex: Misrepresenting yourself in any way to your teacher regarding the work you have done, saying you turned in an assignment when you have not, making up information or data in a paper or project.
- Plagiarism: Representing the words or ideas of another as one's own in a paper or assignment.
 - Ex: Copying information from printed or digital sources and pretending the words are your own writing.

Graduation Requirements

The Minnesota Graduation Standards define what it is students should know and be able to do as a result of a Kindergarten through 12th grade education. The Graduation Standards provide the goal towards which both teachers and students are working. They become the focus on which assessment, curriculum and instruction are designed to ensure that all students receive a variety of educational opportunities which move them closer to the goals of being: purposeful thinkers, effective communicators, self-directed learners, productive group participants and responsible citizens.

Saint Peter High School requires students to earn 27 credits for a diploma. All students must satisfactorily complete all credit and course requirements before they will be allowed to participate in the commencement ceremony for graduation. These requirements include:

- Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- Four credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;

- An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- Four credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts;
- One credit of Physical Education sufficient to satisfy all of the state or local academic standards in Physical Education;
- One-half credit of Health sufficient to satisfy all of the state or local academic standards in Health; and
- A minimum of nine elective credits.

The basis of a credit course (1.0 credit) in grades nine, ten, eleven, and twelve shall be the satisfactory completion of a course on the secondary level covering a minimum of 120 clock hours.

If students leave Oshawa Learning Academy prior to graduation, academic records, including clock hours and credits, will be sent to the transfer district.

Students that earn a minimum of 2.0 credits in a state approved alternative program are eligible to waive the following credits and meet the requirements of graduation.

- One math credit may be waived. The state requirements are three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
- One science credit may be waived. The state requirements are three credits of science, including at least: (1) one credit of biology; (b) one credit of chemistry or physics, and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- Two elective credits may be waived; a minimum of seven elective credits must be earned.

Diploma

In order to earn a diploma, students must have completely finished all credit and graduation requirements set forth by the state of Minnesota and ISD 508. Oshawa Learning Academy will recognize the students that earn a diploma with a celebration but the school does not conduct a formal commencement ceremony. All obligations (books returned, fines paid, detention completed, etc.) must be cleared at the time students get their diploma.

Assessments

State Testing

The Minnesota Comprehensive Assessments (MCA) are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form is available online: <https://education.mn.gov/mde/fam/tests/>

Students at Oshawa Learning Academy participate in the following required state assessments:

- MCA Reading: Grades 3-8 and 10
- MCA Mathematics: Grades 3-8 and 11
- MCA Science: Grades 5 and 8

College Admission and Prep Exams

Oshawa Learning Academy strives to prepare students for their individual goals and aspirations. For many students, this includes post-secondary education. Students in grades 8-10 may take the PreACT one time each year. PreACT assessments are multiple-choice and provide students an early measure of College and Career Readiness while serving as a practice opportunity for the ACT® test.

Students in grade eleven will have the opportunity to take the ACT on a designated district-testing date if they are enrolled at time of assessment registration. The cost of the exam is covered for students who qualify via the MN Educational Benefits Application.

Students may also have the opportunity to take the ASVAB during the school day. The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success.

SECTION II: Attendance

Importance of Attendance

Regular attendance is absolutely essential to progress in schoolwork. Students should develop the habit of being on time and prepared for the day's work. The Leo A. Hoffmann Center, families and students are expected to cooperate and communicate in the matter of attendance.

Leo A. Hoffmann Center staff must communicate with the school if a student is going to be absent from school for one or more days.

Valid Absences and Exceptions

If a student must miss school, the unit supervisor must make contact with the school office in order to verify/excuse the absence. If no answer, leave a message with a short description of who you are and why the student will be absent from school (a written description will also be accepted). Please do your best to call the school the morning of the absence. Doing so will help us ensure that all students are safe and accounted for. Absences will be marked unexcused until a parent/guardian has contacted the school.

Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by unit staff and students as guidelines:

1. Illness.
2. Serious illness in the student's immediate family.
3. A death or funeral in the student's immediate family or of a close friend or relative.
4. Medical, dental, or orthodontic treatment, or a counseling appointment.
5. Court appearances occasioned by family or personal action.
6. Religious instruction not to exceed three hours in any week.
7. Observance of religious events
8. Physical emergency conditions such as fire, flood, storm, etc.
9. Official school field trip or other school- or Leo A. Hoffmann- sponsored outing.
10. Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
11. Family emergencies.
12. Active duty in any military branch of the United States.
13. A student's condition that requires ongoing treatment for a mental health diagnosis.
14. The building principal can/may make exceptions for unusual situations.
15. Family vacations with prior Principal approval; personal trips to schools or colleges.

Early Dismissal Procedure:

Students frequently have appointments for medical, dental and mental services during the school day. Staff members from the Leo A. Hoffmann Center also have the authority to remove a student for behavior or potential escalation of emotions or behavior. If a student needs to leave for an appointment or by recommendation of Leo A Hoffmann Center staff, students must sign out in the office. The Leo A. Hoffmann Center staff member must sign students out and in. This is managed in the main school office.

Absence Procedure:

1. Unit staff call (507-934-9820) or email (hhanson@stpetersschools.org) the school office the morning of absence to verify/excuse the absence.
2. Upon his or her return to school, the student will collect their assignments from their homeroom teacher.

Release Time for Therapeutic Services

As recommended by the Leo A. Hoffmann Center, students will be released during the school day once per week for an hour of therapy and once per month for an hour-long progress monitoring conference. Every effort will be made to schedule these release times to minimize the impact on the student's education. Additional schedule modifications may be made based on the student's IEP plan and recommendations from the care team at the Leo A. Hoffmann Center.

Truancy and Unexcused Absences

Definition of Truancy: A child's willful absence without lawful excuse from one or more class periods on seven different school days.

- For a child ages 12-17, the absence from school is presumed to be truancy, due to the child's willful intent to absent themselves from school.

Absence from school without parent's/guardian's or school's permission is truancy. Truancy of students under the age of 18 will be reported to the county, and students will be classified as "Habitually Truant" unless lawfully withdrawn from school.

Tardiness

Students who are more than 15 minutes late to a class will be marked absent, not tardy.

Elopement

Elopement (leaving school without permission) is an unexcused absence. If a student elopes from the classroom, unit staff will follow him. If unit staff are not present, a classroom paraprofessional will follow the student and school staff will call for back-up. This person or another adult in the classroom should immediately alert the support team of the student's elopement through a call or walkie talkie. This communication should include what is happening (where the student is located, if they are walking, running, crying, etc.). When communication is initiated, the principal or principal's secretary will immediately go to the front doors of the building.

1. The team will communicate when the student is secure and debrief if the plan was effective.
2. Unit staff and teachers will discuss a plan for safe return to school. Students should return at the start of a class period to minimize disruption to learning.
3. The incident should be documented and parents/unit staff should be informed,

Medical Excuses for Physical Education

In order for a student to be excused from PE class, he must bring a signed excuse from a doctor or nurse (including the treatment center medical staff) explaining the nature of the injury, and how many days the student should be excused from class. This communication may also be sent directly to the Phy Ed teacher via email.

If the student does not have a signed excuse from a doctor or nurse, they will be expected to go to the PE class and participate to the best of their ability. It would be helpful if the unit staff would let the case manager know if a student has been having problems with an injury that the nurse or a doctor has not seen, so that the PE teacher can be notified before class.

SECTION III: Expected Behavior & Policies

Student Rights

All students have the right to an education and the right to learn.

Student Responsibilities

All students have the responsibility:

1. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
2. To attend school daily, except when excused, and to be on time to all classes and other school functions;
3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
4. To make necessary arrangements for making up work when absent from school;
5. To assist the school staff in maintaining a safe school for all students;
6. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
7. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
8. To be aware of and comply with federal, state, and local laws;
9. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
10. To respect and maintain the school's property and the property of others;
11. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
12. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
13. To conduct themselves in an appropriate physical or verbal manner; and
14. To recognize and respect the rights of others.

Code of Student Conduct

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

any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

The School Board considers the following behaviors to be unacceptable behaviors that may be subject to disciplinary action.

1. Acts of dishonesty.
2. Any criminal activity or violation of the law.
3. Attendance issues, including failure to attend class, tardiness, and leaving class without permission.
4. Cheating and plagiarism.
5. Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage
6. Failing to follow the instructions of an administrator, teacher, or other School District representative.
7. Gang activity.
8. Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting.
9. Possession, distribution, or use of alcohol, drugs, and tobacco (including look alike substances and synthetic substances) or paraphernalia.
10. Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances.
11. Substantially interrupting the learning environment.
12. Sexual misconduct and sexual assault.
13. Theft.
14. Threats of violence.
15. Trespassing.
16. Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language.

Anti-Discrimination Policy

It is the intent of the School Board Policy to comply with federal and state law prohibiting discrimination to the end that no person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection thereof; whether full-time or part-time, under any educational program or activity operated by the district for which it receives federal financial assistance.

The School District has a written plan to help assure that curriculum and materials, which are used in the district educational program, are designed to insure that staff and student gain an understanding and appreciation of diverse persons. In addition, special emphasis is placed on understanding the cultural diversity of the United States of America. A complete copy of this plan is on file at the district office.

Bullying Prohibition

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

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

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

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

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

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

Harassment and Violence

The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

Hazing Prohibition

Hazing activities of any type performed by students, teachers, administrators, volunteers, contractors, or other employees of the school district are inconsistent with the educational goals of the school district and are prohibited at all times.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin,

sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs or activities. The school board has designated school social worker, Kelly Jensen, 2121 Broadway Ave, St. Peter, MN 56082, 507-934-4212, as the district human rights officer to handle inquiries regarding nondiscrimination.

Notice of Violent Behavior by Students

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

Drug Free School and Workplace

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment into a school location for personal use if the person has a physician's prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Tobacco-Free Schools

Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction" policy, see full board policy. Contact the building principal if you have questions or wish to report violations.

A limited exception to the tobacco prohibition exists for adult members of an Indian tribe, as defined under Minnesota law, who may light tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony.

Bus Transportation Policy

The development of this policy is based on the state law that says riding a school bus is a privilege and not a right. This policy will be a part of the Oshawa Learning Academy Student Handbook although students are rarely transported by the school district.

School Bus Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office/School Office.

Expectations while boarding the bus

1. Respect the property of others while waiting at the bus stop.
2. Keep your arms, legs and belongings to yourself.
3. Use appropriate language.
4. Stay away from the street, road, or highway when waiting for the bus.
5. Wait until the bus stops before approaching the bus.
6. After getting off the bus, move away from the bus.
7. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
8. No fighting, harassing, intimidating, or horse playing.
9. No use of alcohol, tobacco, or drugs.

Expectations on the Bus

1. Follow the driver's direction right away.
2. Sit in the seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, intimidating, or horse playing.
7. Do not throw any object.
8. No eating, drinking, or using tobacco or drugs.
9. Do not bring any weapon or dangerous objects on the school bus.
10. Do not damage the school bus.

Consequences

School bus misconduct or any incident that affects the safety of individuals on the bus, including the driver and the supervising adults, the student responsible will be given a written warning by the bus driver. Copies of the written warning will be distributed to the student's case manager and unit supervisor.

1. The first time an incident occurs the student may be suspended from riding the bus for one ride. He may be transported by the Leo A. Hoffmann Center.

2. The second time an incident occurs the student may be suspended from riding the bus for up to five events. He may be transported by the Leo A. Hoffmann Center.
3. The third time an incident occurs the student may be suspended from riding the bus for the remainder of the quarter or until the multidisciplinary team has determined that the student can behave on the bus in a manner that does not endanger the safety of other bus riders.

Student Appearance

The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

1. Clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in the district's harassment and violence policy.
5. Any apparel or footwear that would damage school property.

The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.

When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

Violations of School Board Policies

Violations of School Board Policies may also result in disciplinary action. Full policies can be found online.

- A. School Board Policy 102, Equal Educational Opportunity;
- B. School Board Policy 417, Chemical Use and Abuse;
- C. School Board Policy 419, Tobacco-Free Environment;
- D. School Board Policy 501, Weapons;

- E. School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person;
- F. School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees;
- G. School Board Policy 521, Student Disability Nondiscrimination;
- H. School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches;
- I. School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination;
- J. School Board Policy 536, Student Internet Acceptable Use and Safety Policy;
- K. School Board Policy 627, Academic Honesty;
- L. School Board Policy 709, Student Transportation Safety.

SECTION IV: Guidelines & Procedures

Visitors and Building Security

In our continuing efforts to keep students safe, all exterior entrances are locked during the school day. Visitors are required to present a valid photo identification (driver's license or state-issued ID), sign in, and wear a visitor badge while in the building during the school day.

Visitors must receive approval from the principal before visiting classrooms during instructional time. Permission to visit the school or school property may be denied or revoked if school procedures are not followed or if the visit is not in the best interests of students, staff, or the school district. Students may not bring visitors to school without prior approval from the principal.

Maintaining a safe and secure learning environment is a shared responsibility. The principal is responsible for implementing the school's safety and security plan and ensuring appropriate emergency procedures are in place.

Classroom Assignments

Classroom assignments are within the school district's discretion. Classroom assignments are designated as directory information and can be listed publicly. (Example: school yearbook)

Complaints

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

Fees

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

- Items of personal use or products that a student has an option to purchase, such as yearbooks.
- Field trips considered supplementary to the district's educational program.
- Students will be charged for textbooks, workbooks, and library books that are lost or destroyed.

The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the school principal.

Fundraising

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

Holiday Celebrations and Parties

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

Interviews of Students by Outside Agencies

During the school day, students may only be interviewed by parents/guardians, school district staff, or authorized agencies as permitted by law or school district policy.

Messages for Students

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

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability (or fail to ensure physical and program access for disabled persons), sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Special Programs Administrator Ytve Prafke, 100 Lincoln Drive, 507-934-4211, yprafke@stpetersschools.org as the Title IX Coordinator and as the Americans with Disabilities ACT Coordinator.

Notice of Violent Behavior

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

Student Searches

To help maintain a safe, drug-free school environment, school officials may search a student's desk, school property, personal belongings, or person when there is a reasonable suspicion that a violation of school rules or the law has occurred. Any search will be conducted in a manner that is reasonable and appropriate for the student's age and the circumstances.

Student desks and other school-owned storage areas are the property of the school district and may be inspected at any time, with or without notice.

Any prohibited or unauthorized items ("contraband") found during a search may be confiscated and, when appropriate, turned over to law enforcement. Students may be subject to disciplinary action in accordance with the district's Student Discipline Policy.

Distribution of Non School-Sponsored Material on School Premises

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

Video and Audio Recording

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

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

Phone Calls to Teachers

If a parent wishes to speak to a teacher, it is best to call before school begins or after school ends. If this is inconvenient, a message may be left on voicemail for the teacher to return your call. Oftentimes, voicemail may not get checked until after the students are excused. For this reason, please do not leave urgent messages regarding dismissal on a teacher's voicemail. If your child's end of the day plans change, please

call the office by 2:00 pm. This will allow us adequate time to convey the message to both the teacher and the student and aid in a smooth dismissal.

Dress Code

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

Dress for Weather

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

Off-Campus Walks

Throughout the school year, students may participate in supervised walks off campus as part of educational, recreational, or community-based activities that support classroom learning and student development.

These walks occur during the school day and are considered part of the instructional program.

To help ensure student safety, all off-campus walks are supervised by school staff. When appropriate, Leo A. Hoffmann Center staff may also accompany students to provide additional support and supervision.

Emergency Drills and Emergency Action Plans

Minnesota law requires schools to conduct emergency drills throughout the school year. At the Leo A. Hoffmann Center school, students and staff participate in required safety drills, including fire, lockdown, and other emergency response drills. These drills help ensure everyone is prepared to respond safely in the event of an emergency.

Staff review expectations with students before each drill and provide support as needed to help students participate successfully. Emergency response procedures have been developed in collaboration with Leo A. Hoffmann Center staff to promote the safety and well-being of all students and staff.

Pledge of Allegiance

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

Elopement Plan

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

Closing School

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

Flexible Learning Days

The term “Flexible Learning Day” refers to a day when school is canceled due to inclement weather and students participate in curriculum-aligned learning opportunities on the unit.

1. Student folders will be delivered to the Leo A. Hoffmann Center Administrative office by 10:00 am for pick-up.
2. Teachers will be available by email for questions from 10:00 am - 3:00 pm.
3. Flexibility on assignment deadlines will be granted for students with limited or no access.

Address/Phone Changes

Guardians are responsible for updating any change of address, telephone number or email addresses during the school year using the infinite campus family portal. Questions regarding this process can be directed to the District Registration Office, 507-934-4210.

Treats

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

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

- Please notify your child’s teacher in advance—especially for half-birthdays or celebrations near long weekends or school breaks. This helps avoid overlapping celebrations and gives teachers time to plan around food allergies, dietary restrictions, or other classroom needs.

Soliciting and Trading

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

Valuables

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

Volunteers

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

Response to Intervention Team & Student Assessment Team

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

Background Checks

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

Animals in the Classroom

Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, as well as guardian consent for each student in the classroom. The consent form will be distributed prior to approval and will include acknowledgment of any known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the teacher is responsible for submitting an animal care plan, which should include allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

Gifts to Employees and School Board Members

The School District appreciates the desire of students, parents, and others to recognize staff. However, the District discourages gift-giving and instead encourages letters or notes of appreciation. A gift includes money, property, services, loans, or anything of value given without receiving equal value in return.

Reporting to Parents

It is School District policy to inform parents at regular intervals of their student's attendance, academic, and disciplinary matters. Consequently, the following reports will be available at appropriate times to parents:

Attendance

Notices of irregular attendance practices will be forwarded to parents/guardians at appropriate intervals. Should poor attendance continue, a conference with the student's parents/guardians will be necessary. Continued poor attendance could result in the student's forfeiting credit in the particular class.

Academic Reports

The grading system is A, B, C, D, F, No Credit and Incomplete. Report cards will be mailed to parents/guardians at the end of each grading period. Academic progress reports are available throughout the school year by request.

Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.

Discipline Referrals

Whenever any form of disciplinary action is necessary, a discipline referral will be sent to the parents/guardians informing them of the misconduct as well as the administrative action taken.

Parents Right to Know

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

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional licensing status through which the state qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

SECTION V: Health and Medication

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

If a child becomes ill at school and would need to go back to the unit, school personnel will call the unit supervisor or nurse on duty.

Sick Child: When should a child stay home?

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

How Sick is Too Sick?

Symptom	Is the Child Too Sick?!
Unknown Illness	Depends. The child should stay home if they are unable to participate in routine activities or need more care than can be provided by the school staff.
Diarrhea Increased number of stools compared with a child's normal pattern, along with decreased stool form and/or stools that are watery, bloody, or contain mucus	Yes. Unless the diarrhea is related to an existing chronic condition, is explained by a diagnosed condition not requiring the person to stay home, or is consistent with the person's baseline, the child should stay home. Exclude until 24 hours after diarrhea stops or follow specific disease exclusion if the pathogen is known; or until a medical exam indicates that it is not due to a communicable disease.
Fever 100.4°F or greater	Yes. The child may return to school if the fever has been resolved for 24 hours without fever reducing medications unless the fever is caused by an illness that requires them to stay home longer.
Flu-like Symptoms Fever Sore throat Runny nose or congestion	Yes. Children may return to school as long as they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms are improving, unless the symptoms are caused by an illness that requires them to stay home longer. If the symptoms can be explained by a specific illness, then follow the exclusion guidelines for that illness. In consultation with a healthcare provider, additional evaluation for flu-like illnesses, sore throat, and upper respiratory symptoms may be appropriate, including evaluation for strep throat.
Coughing severe uncontrolled coughing or wheezing, rapid or difficulty breathing	Yes. Medical attention is necessary
Mild Respiratory or Cold Symptoms Stuffy nose with clear drainage, sneezing, mild cough	No. The child may attend if able to participate in school activities
Rash with Fever or Behavior Change	Yes. Student should be excluded from school for any undiagnosed rash until a medical exam indicates these symptoms are not those of a communicable disease
Vomiting/Throwing Up	Yes, if the child has vomited <u>two or more times</u> in the previous 24 hours. Exclude for 24 hours after the last episode of vomiting, unless it is determined to be caused by a noncommunicable condition and the child is not in danger of dehydration.
Chicken Pox	Yes. Children should stay home until the blisters have dried and crusted (usually 6 days), or in immunized people without crusting, until no lesions within 24 hour period.

Conjunctivitis (pink eye) Pink color of eye and thick yellow/green discharge	No. Children do not need to stay home unless they have a fever or are not able to participate in usual activities. Call your doctor for advice and possible treatment.
COVID-19	Yes. Children should remain out of school until they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms have been improving for 24 hours.
Fifth's Disease (parvovirus)	No. The illness is no longer contagious once the rash appears.
Hand Foot & Mouth (Coxsackie virus)	No. The child may come to school unless the child meets other exclusion criteria, is drooling uncontrollably and has mouth sores or is not able to take part in usual activities.
Head Lice	No. However, treatment is highly recommended before returning to school
Impetigo	Yes. Children need to stay home until 24 hours after treatment has started and sores are drying and improving
Influenza	Yes. Children should remain out of school until they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms have been improving for 24 hours.
Norovirus	Yes. Children should remain out of school for at least 24 hours after their last episode of vomiting and/or diarrhea have stopped
Ringworm	Yes. Children should remain out of school for 24 hours after treatment has been started
Respiratory Syncytial Virus (RSV)	Yes. Children should remain out of school until they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms have been improving for 24 hours.
Strep Throat	Yes. Children should remain out of school for 12 hours after starting antibiotics and the child is without a fever.
Other Symptoms of illnesses not listed	Contact the school health office staff to see if the child needs to stay home

Emergency Information

Parents and guardians have access to make phone and address changes on our district's Infinite Campus information system. Each child is required to have emergency information on file. Please notify the school office your family's information changes. It is the parent/guardian's responsibility to make arrangements for proper care in the event of illness/injury. If the parent is unable to be reached, other contacts will be called and asked to assume temporary care of the child or make decisions in regard to the care of the child. In the

event of an emergency or serious illness, it is the policy of the Saint Peter Public School District #508 to provide appropriate medical response and to contact the parent/guardian in a timely manner.

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

Injuries or Illnesses/Accident Reporting Procedure

Injuries and Illnesses

1. Students should notify the nearest teacher in case of injury, illness or emergency.
2. Students who become ill should go to the principal's office or the nurse's office. Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as absent unexcused and detention will be assigned.
3. When they are due in a class, students should report to class and obtain a pass before going to the nurse's office. This applies to all visits to the school nurse except emergencies.
4. Students may not leave the school building for illness without first reporting to the principal's office and obtaining a leave school permit. The nurse or principal's office will telephone the parents/guardians to obtain their permission for the student to leave the building.
5. Attendance in the nurse's office counts as an absence from class.

Accident Reporting Procedure

Students who suffer injuries from any particular accident should report to their teacher or immediate supervisor. If the supervisor is not available, the student should report to the principal's office, at which time the proper action will be taken.

Medication

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

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

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

Over the counter medications will also be distributed through the LAHC health office.

Health Forms can be found on the district [health services page](#).



Communicable Disease

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

Immunization Law

Minnesota State Law requires all children attending schools to be fully immunized against diphtheria, tetanus, pertussis, (DTaP), polio, and measles, mumps, and rubella (MMR), Varicella, and Hepatitis B. A student entering grades 3-6 should have the following vaccines if they are fully immunized: Five dtap, four polio, two measles mumps and rubella vaccine, two varicella vaccine, and three hepatitis B vaccines. These vaccines are required to be on file in the school health office for a student to be in school. Students who are not fully immunized will need to update their vaccinations to remain in school. Parents who hold medical or conscientious objections to the vaccine law will need to submit the vaccine exemption portion of the immunization form for their students to be in school. Students who do not provide documentation or conscientious objection paperwork by the identified deadline, will not be allowed to attend until such paperwork is provided. The school nurse will assist families to identify low cost vaccines in the community if needed.

Asbestos Management Plan

The school district has developed an asbestos management plan. A copy of this plan can be found in the Operations and Maintenance Director's office.

Pesticide Notification

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

SECTION VI: Technology

Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience.

Acceptable Use of Computers

It is the general policy that all computers used throughout Saint Peter Public Schools are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to the policy and the guidelines of the use of computers will result in the revocation of access privileges.

Students who intend to utilize the Saint Peter School District network and Internet connection will need to sign an Acceptable Use Statement at the beginning of their enrollment. This statement will be on file and can be found on the district website.

Devices & Internet

If Chromebooks or iPads are utilized, teachers must make frequent rounds to check on students' activities. Teachers will sit where they can be watching students on devices at all times.

Protocols for Classroom iPad/Chromebook Use

- Student is assigned numbered Ipad
- Student chooses game, teacher puts on guided access
- While in use, the screen is visible to the teacher or the teacher is monitoring through a program like Securely.
- Teacher collects devices and history is checked before placed back in charging station
- Teacher wipes down screen to remove fingerprints
- No website that has access to the internet can be used (i.e. Cool Math)

SECTION VIII: POLICY

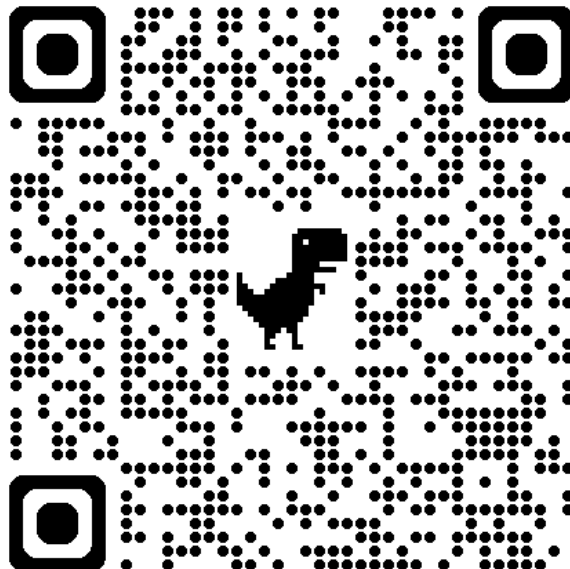
APPENDIX: POLICY

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

Contents:

• <u>Employment Background Checks: Policy 404</u> • <u>Harassment and Violence: Policy 413</u> • <u>Tobacco-Free Environment: Policy 419</u> • <u>Student Attendance: Policy 503</u> • <u>Distribution of Nonschool-Sponsored Materials: Policy 505</u> • <u>Student Discipline: Policy 506</u>	• <u>Bullying Prohibition: Policy 514</u> • <u>Student Records: Policy 515</u> • <u>Student Surveys: Policy 520</u> • <u>Hazing Prohibition: Policy 526</u> • <u>School Meals: Policy 534</u> • <u>Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information</u>

View policies above digitally by scanning the QR code below:



Appendix: Policy

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514 BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on school premises, on school district property, at school functions or activities, or on 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 Paragraph 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. 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 as defined in this policy.

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

school environment.

- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "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, 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 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 (3) school 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 and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

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

to prevent bullying and other prohibited conduct.

- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

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

the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
- C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy 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 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.

Policy 404: EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees

in the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

- A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.
- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide payment for conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual to provide a criminal background check at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
- C. When required, individuals must provide fingerprints to assist in a criminal history

background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

- D. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- E. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- F. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.
- G. The school district may apply these procedures to other volunteers, independent contractors, or student employees.
- H. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

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

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.
- B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school

board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

- A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.
- B. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.
- C. "Material and substantial disruption" of a normal school activity means:
 - 1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 - 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

For expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
- D. "Minor" means any person under the age of eighteen (18).
- E. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.
- F. "Obscene to minors" means:
 - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct

should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- G. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

IV. GUIDELINES

- A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.
- B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:
1. is obscene to minors;
 2. is libelous or slanderous;
 3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
 4. advertises or promotes any product or service not permitted to minors by law;
 5. advocates violence or other illegal conduct;
 6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);
 7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;
2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
4. the quantity or size of materials to be distributed;
5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;
6. whether distribution would require that nonschool persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

- A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

- A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:
 1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.
 2. Date(s) and time(s) of day intended for distribution.
 3. Location where material will be distributed.

4. If material is intended for students, the grade(s) of students to whom the distribution is intended.
- B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.
- D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.
- E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

- A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.
- B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.
- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

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

IX. IMPLEMENTATION

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

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or

death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

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

D. Protected Classifications; Definitions

1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment;
 - c. is regarded as having such an impairment; or
 - d. has an impairment that is episodic or in remission and would materially limit a major life activity when active..
2. "Familial status" means the condition of one or more minors having legal status or custody with:
 - a. their minor's parent or parents or the minor's legal guardian or guardians; or
 - b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate

information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Familial status" means the condition of one or more minors having legal status or custody with:
 - a. the minor's parent or parents or the minor's legal guardian or guardians; or
 - b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 4. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 5. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
 6. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 7. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.
 8. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect,

support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh,

buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

- a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence: Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates Kari Lauwagie as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional

disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and

staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

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

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

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

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school or a charter school.
- F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams,

activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

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

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

- C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.
- F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take

appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate

treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

503 STUDENT ATTENDANCE

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain

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

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

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

1. Excused Absences

- a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to a truant officer or the school official designated by the principal. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.
- b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.
- c. The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate

exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

- (1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:
 - (a) Child illness, medical, dental, or orthodontic treatment, or a counseling appointments; including appointments conducted through telehealth.;
 - (b) Family emergencies;
 - (c) The death or serious illness or funeral of an immediate family member;
 - (d) Active duty in any military branch of the United States;
 - (e) The child has a condition that requires ongoing treatment for a mental health diagnosis; or
 - (f) Court appearances occasioned by family or personal action.
 - (g) Physical emergency conditions such as fire, flood, storm, etc.
 - (h) Official school field trip or other school-sponsored outing.
 - (i) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

Other exemptions included in this attendance policy:

- (i) Family vacations with prior Principal approval
 - (ii) Personal trips to schools or colleges with prior Principal approval
 - (iii) The Building Principal can make exceptions for unexcused circumstances.
- (2) that the child has already completed state and district

standards required for graduation from high school; or

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

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up as indicated in each School's handbook. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

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

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Any other absence not included under the attendance procedures set out in this policy.
- (6) The building principal can make exceptions for unusual situations.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
 - a. Students tardy at the start of school must report to the school office for an admission slip.
 - b. Tardiness between periods will be handled by the teacher.
3. Excused Tardiness

Valid excuses for tardiness are:

 - a. Illness.
 - b. Serious illness in the student's immediate family.
 - c. A death or funeral in the student's immediate family or of a close friend or relative.
 - d. Medical, dental, orthodontic, or mental health treatment.
 - e. Court appearances occasioned by family or personal action.
 - f. Physical emergency conditions such as fire, flood, storm, etc.
 - g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.
4. Unexcused Tardiness
 - a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

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

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

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. In order to participate in co-curricular activities, students must be in attendance at school the full day of the event/practice unless excused by a doctor's note. Individuals with unexcused absences on the day of the event/practice may not participate.
3. School-initiated absences will be accepted and participation permitted.
4. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
5. If a student is suspended from any class, he or she may not participate in any activity or program that day.
6. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

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

IV. DISSEMINATION OF POLICY

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

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes,

section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

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

B. Reporting Responsibility

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

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle

school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

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

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

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

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not

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

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

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the academic progress, behavior, and attendance of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
 - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
 - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right:

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

VII. STUDENT RESPONSIBILITIES

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

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

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action

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

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of socially offensive language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for monetary stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. (Violation of the school district's Student Attendance Policy)
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student

sharing prescription medication with another student);

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

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to,

use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 1. a student causes or is likely to cause serious physical harm to other students or staff;
 2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;

- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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

- 1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
- 2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

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

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

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

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

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

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

2. The teacher will notify the appropriate support staff or principal if the student is on the way.
3. The teacher will seek assistance from support staff or principal if the student needs to be supervised.
4. Students will be directed to the appropriate space for a conference with support staff, principal or principal's designee.
5. A student removed from class is the responsibility of the principal or principal's designee.

E. Procedures for Return of a Student to a Class from Which the Student Was Removed.

1. The principal or principal's designee will use PBIS strategies and restorative approaches to develop a readmission plan in addition to completing the necessary disciplinary consequences and appropriate documentation.
2. The principal or principal's designee readmits the student pursuant to the readmission plan.

F. Procedures for Notification.

1. The principal or designee will determine the need for, and method of, notification to parent or guardian.
2. The principal or principal's designee will work with the teacher to notify the student of the violation of the discipline rules, resulting disciplinary action, and readmission plan.

G. Students with an Individual Education Plan (IEP)

1. The principal or principal's designee will determine whether the student's removal from class requires a meeting to review the adequacy of the student's current IEP or whether there is need for further assessment. The principal or principal's designee is encouraged to consult with the superintendent and/or director of special education.
2. The principal or principal's designee will notify the case manager of the removal from class, reason(s) for removal, and determine if there is a need for any IEP services or a need for an IEP meeting to be scheduled.

H. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. Principal or principal's designee will notify support services personnel of any chemical abuse problems. Administration is encouraged to work with the school health staff throughout the process.
2. Teachers with concerns of student(s) chemical abuse will notify principal,

principal's designee or support services personnel of their concerns pursuant to Minnesota Statutes section 121A.29.

- a. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.26;
- b. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.29.

I. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

- 1. Principal or principal's designee will make the necessary arrangements with the appropriate staff for immediate interventions tied to the violation of the code of student conduct.

J. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

- 1. The principal or designee will review the following:
 - a. Any procedures or services appropriate for encouraging early involvement of parents or guardians to improve the student's behavior;
 - b. Any procedures or services determined appropriate for encouraging early detection of behavioral problems should be discussed with the parent or guardians;

K. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

- 1. Whether the student may need to be referred to the MTSS team for further interventions tied to increasing positive behaviors;
- 2. The appropriateness of referring the student to the chemical abuse pre assessment team;
- 3. The appropriateness of studying the student's behavior through a functional behavioral assessment.

L. Unscheduled Student Removal From Class

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

XII. DISMISSAL

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

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

The school district shall not dismiss any student without attempting to nonexclusionary disciplinary policies and procedures before dismissal, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

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

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of

suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - b. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.
8. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be

complete upon mailing.

11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

E. Expulsion and Exclusion Procedures

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

and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise

the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must

include a statement of the or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

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

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

515 STUDENT RECORDS

I. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and postsecondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law;
7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy; and
8. The right to opt out of any or all of the information included under the school district's definition of "directory information."

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability. The school district shall

provide for the need to effectively notify parents or eligible students with a disability.

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

D. Annual Notification of Rights

1. The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Article VIII. of this policy.

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;
4. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;
5. That the school district forwards education records on request to a school or post-secondary education institution in which a student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment, including information about disciplinary

action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to 20 U.S.C. § 7917, part of the federal Every Student Succeeds Act, data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

6. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder. The name and address of the office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

7. The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

Copies of the school board policy and accompanying procedures and regulations are available to parents/guardians and students upon written request to the Superintendent.

E. Directory Information

"Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name, dates of attendance, grade level, enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports, weight and height of members of athletic teams; and honors and awards received.

F. Information to Military Recruiters

Pursuant to applicable law, Saint Peter Public Schools gives notice to parents/guardians of secondary students and eligible secondary students of their rights regarding release of information to military recruiting officers. The school district must release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiters only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

Should the parent of a student or the eligible student so desire, any or all of the listed information will not be disclosed to military recruiting officers without prior consent.

To refuse release of this information without prior consent, the parent or eligible student must make a written request to the building principal by October 8 of each year. This written request must include the following information:

- Name of student and parent, as appropriate;
- Home address;
- Student's grade level;
- School presently attended by student;
- Parent's legal relationship to student, if applicable;
- Specific category or categories of information which are not to be released to military recruiters without prior consent;
- Specific category or categories of directory information which are not to be released to the public, including military recruiters.

If a parent or guardian does not want their child's or eligible student's directory information (including a school district-provided email address) released to military recruiting officers, they must notify the school district that they do not want directory information released to any member of the public, including military recruiting officers.

[NOTE: Refusal to release the above information to military recruiting officers alone does not affect the school district's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Directory Information section of Policy 515 must be followed.]

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 United States Code section 1232h.

III. STUDENT SURVEYS IN GENERAL

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), 20 United States Code section 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations Part 99.
- E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
 - 1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, antisocial, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:
 - a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

 "Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.
 - b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.
 - c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided

to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

- d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code section 1400, *et seq.*).
- e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.
 - (1) “Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.
 - (2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:
 - (a) college or other post-secondary education recruitment or military;
 - (b) book clubs, magazines, and programs providing access to low cost literary products;
 - (c) curriculum and instructional materials used by elementary and secondary schools;
 - (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;
 - (e) the sale by students of products or services to raise funds for school-related or education-related

activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable

provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

- A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.
- C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

PURPOSE

- I. The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take

appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. DEFINITIONS

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

- F. “Vaping” means using an activated electronic delivery device or heated tobacco product.”

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an American Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian adult or student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An American Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

It shall not be a violation of this policy for an Indian adult or student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and the written or verbal notice to the site administrator.

- C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

534 SCHOOL MEALS

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

- A. *Students have use of a meal account. When the balance reaches zero, a student may charge no more than \$20 . When an account reaches this limit, a student shall not be allowed to charge second meals or a la carte items until the negative account balance is paid.*

B. Free School Meals Program

1. The free school meals program is created within the Minnesota Department of Education
 2. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.
 3. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.
 4. Each school that participates in the free school meals program must:
 - a. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and
 - b. provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.
 - c. A student who has been determined eligible for free and reduced-price meals must always be served a reimbursable meal even if the student has an outstanding debt.
- C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.
- D. When a student has a negative account balance, the student will not be allowed to charge a snack item.
- E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.
- F. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.
- G. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than \$200, not paid prior to *the end of the school year*, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and

- 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

(an editable form can be found at <https://education.mn.gov/MDE/fam/tests/StudentParticipation/>)



Statewide Assessments:

Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 districts and charter schools. Minnesota prioritizes high-quality education and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA)

MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and WIDA Alternate ACCESS for English Learners

The ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For Postsecondary Enrollment Options (PSEO) in grade 10.
- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the ACCESS or WIDA Alternate ACCESS and meet certain requirements, have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form below. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and WIDA Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any additional consequences for not participating.

Explore the
[Statewide
Testing page](#)
for more
information.

(education.mn.gov > Students
and Families > Programs and
Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results.

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: _____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Please indicate the statewide assessment(s) you are opting your student out of this school year:

☐

MCA/MTAS Reading

☐

MCA/Alternate MCA Science

☐

MCA/MTAS Mathematics

☐

ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20____ to 20____ school year.)



ADDENDUM

Regular Board Meeting Wednesday, August 19, 2026 SPCC-Governor's Room 5:00 PM

VII. ACTION ITEMS

3. AGENDA ITEM #3

Subject: Consider Approval of Changes to the 2026-2027 Crisis Management Plan

Action: Requires a Motion

Background: Policy 806: Crisis Management requires annual board review and approval of the district's Crisis Management Plan. Jon Graff will provide an overview of updates to the 2026-2027 plan, which includes condensing the Crisis Management Plan from individual building documents into one district-wide document. Benefits of this change include:

- Consistency across buildings
- Faster, clearer decision-making
- Reliable communication
- Legal and regulatory compliance
- Reduced risk
- Accountability and readiness

Updates also include the addition of the Cardiac Emergency Response Plan which is required per Minnesota Statute beginning with the 2026-2027 school year.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your approval of the 2026-2027 Crisis Management Plan as presented.



MEMO TO: School Board

FROM: Jessi Buttell

DATE: August 1, 2026

SUBJECT: District Crisis Management Plan

The following changes are being recommended for the 2026-2027 Crisis Management Plan:

1. Condensing the Crisis Management Plan from individual building documents into one district-wide document.

Benefits of a district-wide plan are provided below:

- **Consistency across buildings** — ensures every school in the district responds to crises (severe weather, lockdowns, medical emergencies, fires, etc.) using the same procedures, rather than each site improvising its own approach
- **Faster, clearer decision-making** — gives staff defined roles and steps to follow, reducing confusion and delay during high-pressure situations
- **Reliable communication** — establishes consistent protocols for notifying families, staff, and first responders during an emergency
- **Legal and regulatory compliance** — enhanced ability to update based on statutory requirements
- **Reduced risk** — makes sure every building is equally prepared
- **Accountability and readiness** — supports regular training and drills so staff and students know what to do when an emergency occurs

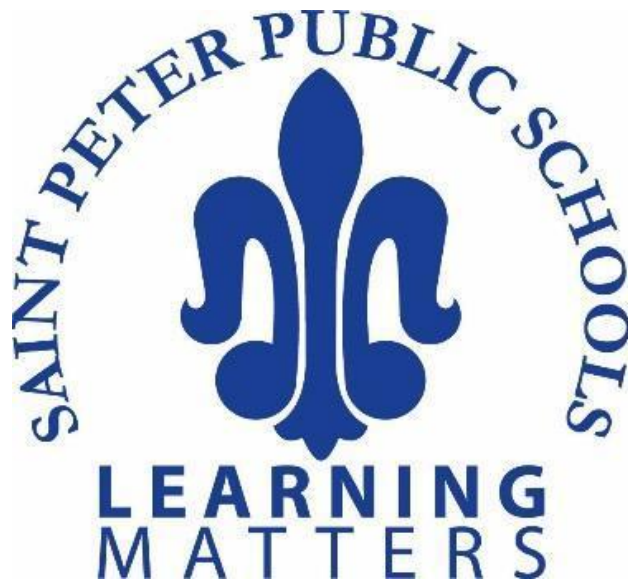
2. Addition of the Cardiac Emergency Response Plan:

- Beginning 2026-2027 school year, Minnesota Statute ([Sec. 121A.241 MN Statutes](#)) mandates that every school district implement a Cardiac Emergency Response Plan (CERP)

Saint Peter Public Schools

Crisis Management Plan

2026 - 2027



100 Lincoln Drive • Saint Peter, Minnesota 56082

www.saintpeterschools.org

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EMERGENCY CONTACT NUMBERS

DISTRICT ADMINISTRATION		DIRECT LINE	OFFICE LINE	CELL PHONE
Superintendent	Jon Graff	507.934.1002	507.934.5703	507.720.5118
DIRECTOR of Special Programs	Ytive Prafke	507.934.1010	507-934-4211	507.720.1257
DIRECTOR of Operations & Maintenance	Seth Putz	507.934.1034	507.934.4212	218.434.1149
DIRECTOR of Community Education	Tami Skinner	507.934.7004	507.934.3048	507.341.5658
DIRECTOR of Technology	Gus Sorbo	507.934.1013	507.934.4210	507.317.4325
DIRECTOR of Business Services	Megan Gracia	507.934.1035	507.934.5703	320.428.1429
Communications Coordinator	Kurt Hildebrandt	507.934.1001	507.934.4212	507.327.7782

SCHOOL SITES & BUILDING ADMINISTRATION		DIRECT LINE	SCHOOL LINE	CELL PHONE
EARLY CHILDHOOD CENTER 100 Lincoln Drive - St. Peter	Ytive Prafke	507.934.1010	507-934-4211	507.720.1257
NORTH ELEMENTARY 815 N 9th Street - St. Peter	Darin Doherty	507.934.4006	507.934.3260	507.351.0040
OSHAWA LEARNING ACADEMY 2001 Sheppard Drive, PO Box 89 - St. Peter	Jana Sykora	507.934.3031	507.934.9820	320.469.7038
ST. PETER MIDDLE SCHOOL 100 Lincoln Drive - St. Peter	Jessica Buttell	507.934.5004	507.934.4210	507.720.2350
ST. PETER HIGH SCHOOL 2121 Broadway Avenue - St. Peter	Annette Engelginger	507.934.6099	507.934.4212	507.340.0627
SOUTH ELEMENTARY 1405 S 7th Street - St. Peter	Jana Sykora	507.934.3031	507.934.2754	320.469.7038
ROCKBEND ALC	Annette Engeldinger	507.934.6099	507.934.4212	507.340.0627

2121 Broadway Avenue - St. Peter				

EMERGENCY CONTACT NUMBERS

POLICE LIAISON	CELL PHONE	OTHER NUMBERS
JON HUGHES , St. Peter School District	507.966.9517	Police Station: 507.931.1550 Nicollet County Dispatch: 507.934.7100
DISTRICT SCHOOL NURSE	CELL PHONE	OTHER NUMBERS
RACHEL FITCH	507.317.0537	507.934.3260 Ext. 1009

MAINTENANCE		DIRECT LINE	SCHOOL LINE	CELL PHONE
OPERATIONS & MAINTENANCE DIRECTOR	Seth Putz	507.934.1034	507.934.5703	218.434.1149

CUSTODIAL		DIRECT LINE	SCHOOL LINE	CELL PHONE
DISTRICT OFFICE EARLY CHILDHOOD SAINT PETER MIDDLE SCHOOL	Nathan Hughes	507.934.3052	507.934.5703	507-351-9699
SOUTH ELEMENTARY	Adam Marsh	507.934.3052	507.934.2754	507-351-8186
NORTH ELEMENTARY	Jesse Anderberg	507.934.4020	507.934.3260	507-514-8692
SAINT PETER MIDDLE SCHOOL	Nathan Hughes	507.934.3052	507.934.4210	507-351-9699
SAINT PETER HIGH SCHOOL	Robert Ploog	507.934.6118	507.934.4212	507-381-3791
OSHAWA LEARNING ACADEMY	Adam Marsh	507.934.3052	507.934.9820	507-351-8186

BUS		DIRECT LINE	CELL PHONE
SAINTS BUS	Monica Hasch	507.317.2115	507.934.4690

FOOD SERVICE	DIRECT LINE	CELL PHONE

FOOD SERVICE DIRECTOR	Emily Craig	507.934.4214	320.760.3231

EMERGENCY CONTACT NUMBERS

PUBLIC SAFETY	DIRECT LINE
AMBULANCE	911 OR 507.931.2200
FIRE DEPARTMENT	911 OR 507.931.1550
POLICE	911 OR 507.931.1550
SHERIFF	911 OR 507.931.1570
CIVIL DEFENCE - NICOLLET COUNTY	507.931.6800
FIRE MARSHAL - THOMAS ROESSLER	507.602.0651
RIVER'S EDGE HOSPITAL & CLINIC	507.931.2200
CITY OF SAINT PETER	507.934.4840
POISON CONTROL CENTER	1.800.222.1222
NATIONAL SUICIDE CRISIS	1.800.784.2433
SOUTH CENTRAL MOBILE CRISIS LINE	1.877.399.3040

MEDIA	CELL PHONE
KEYC TV	507.625.6397
SAINT PETER HERALD	507-931-8575

NON-PUBLIC SCHOOLS	DIRECT LINE	ADDRESS
JOHN IRELAND CATHOLIC SCHOOL Principal: Amanda Roche	507.931.2810	1801 West Broadway - St. Peter
SAINT PETER LUTHERAN SCHOOL Principal: Peter Micheel	507.931.1866	427 W. Mulberry Street - St. Peter

UTILITY EMERGENCY PHONE NUMBERS

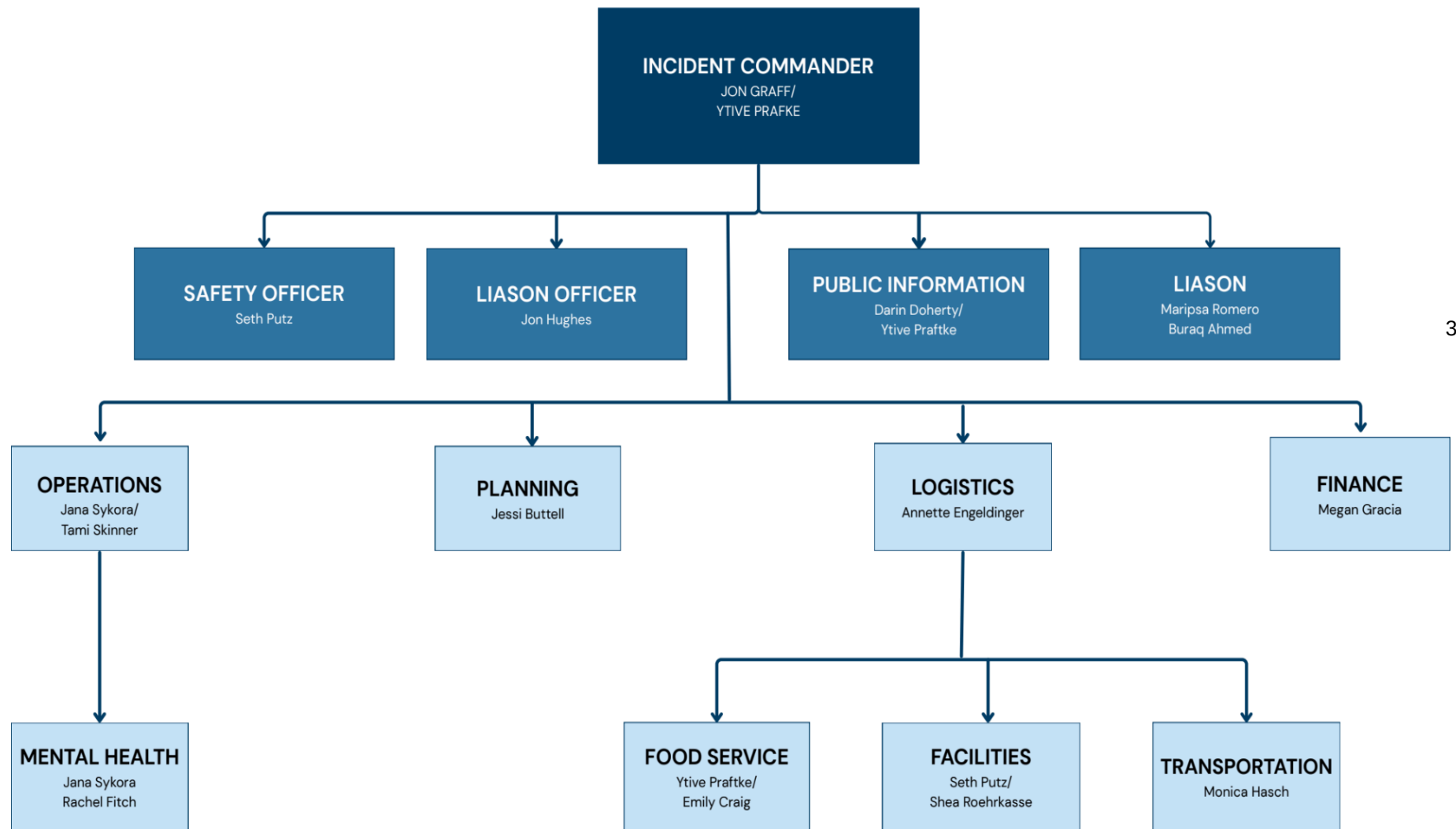
REPAIR		DIRECT LINE
Plumbing	ANDRESEN PLUMBING	507.931.9020
Boiler Work	ADAMS MECHANIC	612.417.0425
Electrical	BLK ELECTRIC	507.388.1173
Fire Alarm	ALARM MONITORING SERVICES	507.345.4185
Card Entrances/ Cameras	A+	507.625.6554

UTILITIES		DIRECT LINE
Electric	CITY OF SAINT PETER	507.934.4840
Natural Gas	CENTERPOINT ENERGY	612.321.5050
Telephone	ARVIG	1.866.897.3469
Fax	CONSOLIDATED	507.387.1151
Internet	CONSOLIDATED	507.387.1151

CRISIS RESPONSE TEAM		DIRECT LINE	CELL PHONE
Nicollet County Nurse	KATE ALBRECHT	507.934.7214	507.276.0344

EMERGENCY RESPONSE TEAM - INCIDENT COMMAND TEAM

2026 - 2027



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INCIDENT COMMAND STAFF FUNCTIONS

PUBLIC INFORMATION OFFICER	• Works directly with Superintendent • Media-Press Releases • Parents • Public Information support • Public Safety Officials
SAFETY OFFICER	• Identifies incident-related hazardous situations • Identifies actions to mitigate risks and hazards with the greatest potential for serious accident injury • Ensures the safety, welfare and accountability of assigned incident personnel • Exercises emergency authority to stop unsafe actions at any time • Investigates or coordinates the investigation of accidents occurring within the incident area. • Conducts safety analyses and prepares reports on all incidents, facilities and locations, as necessary; communicates safety issues or concerns to incident personnel at shift briefings • Determines the need for subject matter experts or technical specialists to advise on or oversee unique safety issues or hazards, such as confined space, hazardous materials (HAZMAT), infectious diseases, etc.
LIASON	• Ability to represent the concerns and needs of all parties involved in a response • Maintain all lists of assisting and cooperating agencies and agency representatives. • Assist in setting up and coordinating language barriers with parents/caregivers. • Monitor incident operations to identify current or potential cultural problems • Participate in planning meetings, providing current resource status, including limitations and capabilities of agency resources.
OPERATIONS	• Manages the physical setup and execution of the reunification process • Reports to the Incident Commander • Ensures the Responder Staging Area is staffed • Assigns operational roles • Requests law enforcement/medical support as needed
PLANNING	• Set up and equip the Planning Section with necessary supplies, maps, and status boards • Coordinate with the Operations Section Chief to review major incident reports • Track accountability of all students, staff, and responders throughout the reunification process • Draft a list of key unresolved issues for the command team to address • Delegate secondary tasks, such as teacher counseling, separating student populations (if the site is an active school), and overnight sheltering plans if needed • Ensure all Planning Section materials and equipment are returned to the Staging Area once the event concludes
LOGISTICS	• Deploy directional and informational signage for traffic, parking,

	responder staging, Parent Check-in, and the Reunify Area • Assign Logistics Staff to their positions and ensure they receive ID wristbands • Procure and set up materials from the Reunification Operation Kit, including binders for supervisory roles • Oversee recovery and teardown of all materials once the reunification process concludes
FINANCE	• Organize the administrative section and ensure supporting staff (greeters, flow monitors, check-in personnel) are properly briefed and equipped • Track critical timelines, write and submit Safety Incident Reports for liability purposes, and secure records of who was reunited • Document staff sign-ins/sign-outs, equipment distribution (vests, radios, ID passes), and any extraordinary costs associated with the reunification process
MENTAL HEALTH SUPERVISOR	• Manage and deploy crisis counselors and mental health professionals as they arrive to assist • Direct and organize mental health and student support areas to ensure a calm, safe environment for students awaiting their families • Provide resources and oversight for students who witnessed traumatic events, and guide the team on psychological first aid • Advise the Incident Commander on whether a "controlled release" is necessary so crisis counseling can be made available before students leave
FOOD SERVICE	• Provides snacks and water to students, staff, and all reunification personnel
FACILITIES	• Administrators direct students and staff to a pre-designated, secure location (e.g., a community center or another campus) away from the impacted zone and out of sight of media and waiting parents • Greeters provide waiting parents with Reunification Cards, check identification, and direct them to specific lines based on the student's grade or last name • Checkers/Accountants verify that the adult picking up the child is authorized on the student's emergency contact list • A "Runner" retrieves the verified child from the secure holding area, brings them to the parent, confirms the student feels comfortable leaving with that adult, and signs off on the release
TRANSPORTATION	• Facilitate busing, verify rosters, and ensure every student is accounted for.

SAINT PETER SCHOOL DISTRICT - CHAIN OF COMMAND 2026 - 2027

DISTRICT EMERGENCY TEAM

Jon Graff	SUPERINTENDENT
Seth Putz	OPERATIONS & MAINTENANCE DIRECTOR
Jessi Buttell	MIDDLE SCHOOL PRINCIPAL & SAFETY AND SECURITY TEAM COORDINATOR
Ytive Prafke	SPECIAL PROGRAMS DIRECTOR
Darin Doherty	NORTH ELEMENTARY PRINCIPAL
Annette Engeldinger	SAINT PETER HIGH SCHOOL PRINCIPAL
Jana Sykora	SOUTH ELEMENTARY/ OSHAWA LEARNING ACADEMY PRINCIPAL
Jon Hughes	SCHOOL RESOURCE OFFICER (SRO)
Rachel Fitch	DISTRICT SCHOOL NURSE
Shea Roehrkas	ACTIVITIES DIRECTOR
Tami Skinner	COMMUNITY EDUCATION DIRECTOR
Monica Hasch	SAINTS BUS COMPANY

EARLY CHILDHOOD - CHAIN OF COMMAND

2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Ytive Prafke	Principal
Karie Lauwagie	School Social Worker
Erin Stueber	Teacher
Mariah Myhra	Teacher
Jon Hughes	School Resource Officer (SRO)
Nate Hughes	Head Custodian
Deb Weber	Head Cook
Beth Thoms	Administrative Assistant
Erica Walter	EC Program Assistant
Rachel Fitch/ Angela Bruns	Health Office

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Ytive Prafke	Principal
Rachel Fitch	District Nurse, Medical Emergency Coordinator*
Cari Panitzke	Social Studies Teacher & Certified EMT
Jon Hughes	School Resource Officer (SRO)
Angela Bruns	Health Aid
Keri Johnson	Teacher
Erin Stueber	Teacher

ASSAULT & RAPE PERSONNEL

		DIRECT LINE	CELL PHONE
Karie Lauwagie	Social Worker	507.934.4210 Ext. 5016	507.380.5090

Rachel Fitch	Nurse	507.934.3260 Ext. 1009	507.479.9316

SOUTH ELEMENTARY - CHAIN OF COMMAND 2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Jana Sykora	Principal
	School Counselor
Cindy Bruce	Behavior Interventionist
Stacy Abel	Special Education Case Facilitator
Steph Noble	MLL Teacher
Kaari Bly	Intervention Teacher
Jon Hughes	School Resource Officer (SRO)
Adam Marsh	Head Custodian
Mimi Brock	Head Cook
Marlene Barfknecht	Attendance Secretary/Receptionist
Deb Pfeifer	Principal's Secretary
Becky Thurston / TBD	Health Office

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Jana Sykora	Principal
Rachel Fitch	District Nurse, Medical Emergency Coordinator*
Becky Thurston	School Nurse
TBD	School Health Assistant
Jon Hughes	School Resource Officer (SRO)
TBD	School Counselor
Cindy Bruce	Behavior Interventionist
Stacy Abel	Special Education Case Facilitator
Steph Noble	MLL Teacher

NORTH ELEMENTARY - CHAIN OF COMMAND

2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Darin Doherty	Principal
Mandy Kennedy	Dean of Students
Jon Hughes	School Resource Officer (SRO)
Makena Rolfing	School Social Worker
Jesse Anderberg	Head Custodian
Melanie Hiniker	Head Cook
Sara Torbenson	Attendance Secretary/Receptionist
Rachel Dauk	Principal's Secretary
Jody Fisichenich	Health Office

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Darin Doherty	Principal
Rachel Fitch	School Nurse; Medical Emergency Coordinator*
Jody Fisichenich	School Nurse
Jon Hughes	School Resource Officer (SRO)
Jordyn Jarr	Physical Education Teacher
Shannon Nimps	Special Education Case Facilitator

ASSAULT & RAPE PERSONNEL

		DIRECT LINE	CELL PHONE
Rachel Fitch	Nurse	507.934.3260 Ext. 1009	507.479.9316
Makena Rohlifing	Social Worker		507.779.9806

Mandy Kennedy	Dean of Students	507.934.3260 Ext. 4068	507.340.0386

SAINT PETER MIDDLE SCHOOL - CHAIN OF COMMAND 2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Jessi Buttell	Principal
Steve Alger	Dean of Students
Ashley Hughes	Special Education Case Facilitator
Michelle Doose	School Guidance Counselor
Kylie Kuhlman	School Social Worker
Karie Lauwagie	School Social Worker
Jon Hughes	School Resource Officer (SRO)
Nate Hughes	Head Custodian
Deb Weber	Head Cook
Sarah Sullivan	Attendance Secretary/Receptionist
Jonathan Smith	Principal's Secretary
Rachel Fitch/ Angela Bruns	Health Office

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Jessi Buttell	Principal
Rachel Fitch	School Nurse; Medical Emergency Coordinator*
Angela Bruns	Health Aid
Cari Panitzke	Social Studies Teacher & Certified EMT
Jon Hughes	School Resource Officer (SRO)
Steve Alger	Dean of Students
Ashley Hughes	Special Education Case Facilitator

SAINT PETER MIDDLE SCHOOL - CHAIN OF COMMAND 2026 - 2027

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		DIRECT LINE	CELL PHONE
Kylie Kuhlman	Social Worker	507.934.4210 Ext. 5024	651.399.4112
Michelle Doose	Counselor	507.934.4210 Ext. 5014	507.340.5816
Karie Lauwagie	Social Worker	507.934.4210 Ext. 5016	507.380.5090
Rachel Fitch	Nurse	507.934.3260 Ext. 1009	507.479.9316

SAINT PETER HIGH SCHOOL - CHAIN OF COMMAND

2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Annette Engeldinger	Principal
Shari Karlsrud	Dean of Students
Heather Sather	Special Education Case Facilitator
Regina Siriani	School Counselor
Andy Vander Linden	School Counselor
Courtney Colton	Social Worker
Jon Hughes	School Resource Officer (SRO)
Bob Ploog	Head Custodian
Kristin Zeiher	Head Cook
Maria Figueroa	Attendance Secretary/Receptionist
Sandy Clementson	Principal's Secretary
	Student Services Secretary
Rachel Fitch/ Kara Olson	Health Office

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Annette Engeldinger	Principal
Rachel Fitch	District Nurse, Medical Emergency Coordinator*
John Hughes	School Resource Officer (SRO)
Kris Voeltz	Physical Education/Health & Certified First Aid/CPR Instructor
Kris Sandborg	Physical Education & Certified First Aid/CPR Instructor
Keith Hanson	Physical Education Teacher
Kara Olson	Health Aid

Shari Karlsrud	Dean of Students
Heather Sather	Special Education Case Facilitator
Dave Borslien	Science Teacher
Kurt Moelter	Math Teacher

SAINT PETER HIGH SCHOOL - CHAIN OF COMMAND 2026 - 2027

ASSAULT & RAPE PERSONNEL			
		DIRECT LINE	CELL PHONE
Courtney Colton	Social Worker	507.934-4212 Ext. 6105	507.270.6224
Regina Siriani	Counselor	507.934.4212 Ext. 6200	715.573.5408
Andy Vander Linden	Counselor	507.934.4212 Ext. 6127	320.250.1986
Rachel Fitch	Nurse	507.934.3260 Ext. 1009	507.479.9316

OSHAWA LEARNING ACADEMY - CHAIN OF COMMAND 2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Jana Sykora	Principal
Deb Wenner	Lead Teacher
Jon Hughes	School Resource Officer (SRO)
Adam Marsh	Head Custodian
Holly Hanson	Principal's Secretary
Rachel Fitch	District Nurse

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Jana Sykora	Principal
Rachel Fitch	District Nurse; Medical Emergency Coordinator*
Deb Wenner	Lead Teacher
Jon Hughes	School Resource Officer (SRO)
Adam Marsh	Head Custodian
Holly Hanson	Principal's Secretary

ASSAULT & RAPE PERSONNEL

		DIRECT LINE
Courtney Colton	Social Worker	507.934.4212 Ext. 6105
Sexual Assault and Sexual Abuse Advocacy		507.625.8688
Sexual Assault and Sexual Abuse Advocacy Crisis Line		1.800.477.0466

EMERGENCY RESPONSE TEAM - INCIDENT COMMAND TEAM 2026 - 2027

DOCUMENT DRILLS AND MEETINGS ON SCHOOL SAFETY CHECKLIST

FIRE DRILL	- The Building Principal/Dean of Students is responsible for scheduling drills and ensuring they are completed. FIRST FIRE DRILL SHOULD BE DONE WITHIN THE FIRST 10 DAYS OF THE SCHOOL YEAR.	5 Drills
LOCKDOWN DRILLS	- The Building Principal/Dean of Students is responsible for scheduling drills and ensuring they are completed. - Communicate to families in advance when the drill will be completed.	5 Drills
SEVERE WEATHER DRILL	- The Building Principal/Dean of Students is responsible for scheduling drills and ensuring they are completed. THIS DRILL SHOULD BE CONDUCTED DURING SEVERE WEATHER WEEK IN APRIL.	1 Drill
BERT TEAM	- Building-level team is responsible for: - Developing and revising the building emergency plan and procedures - Training staff - Conducting required drills - Documenting and evaluating drill performance - Responding to real incidents	2 Meetings
MERT TEAM	- Building-level team is responsible for: - Maintaining a trained medical response team to assist during medical emergencies until emergency responders arrive - Team members are trained in First Aid, CPR, and AED use - For trainings and drills, your MERT team should have a list of a couple of different scenarios to practice	2 Meetings
DERT TEAM	- District-level team is responsible for: - Develops the school emergency plan in coordination with local community response agencies - Supports building response teams with planning, training, and drills to ensure compliance with state requirements and continuity of planning - Performs district-level incident command functions as needed, such as public information, finance, or behavioral health crisis intervention	2 Meetings

BUILDING SECURITY PLANS

2026 - 2027

DISTRICT WIDE SECURITY LEVELS

Lockdown, Shelter in Place, and Heightened protocols are the same across all district buildings.

Security Level	Actions
LOCKDOWN	• The heightened security plan will be followed. • An announcement will be made over the intercom identifying a Lockdown • Staff will secure classroom entrances, offices, or work areas, and will not allow students to leave their areas. • The building principal or designee will call the Saint Peter Police Department for assistance (should this be 911?) • Teachers will check student rosters to ensure all students are accounted for • Communication will be provided via the Crisis Go App
SHELTER IN PLACE	• Students may not be allowed out of the building unless they are turned over to a parent/guardian or are authorized to return home via school transportation. This decision will be made after consultation with local law enforcement authorities. • Parents/Guardians, or any other persons needing to know, will be notified via the media. • The Saint Peter Police Department will be consulted. Law enforcement officials will advise the District as to whether or not the area around the school site is safe. • All other heightened security measures will be activated.
HEIGHTENED	• All general security practices will continue to be followed • Risks will be assessed on a regular basis with consultation from public safety officials • School administrators, counselors, and designated personnel will increase presence in and around school buildings • All school personnel will be notified and instructed to be looking for any suspicious activities or behaviors. Any suspicions should immediately be reported to administration • If any specific individuals are identified as at risk, parents/guardians, or any other persons needing to know will be notified in a timely manner. • Once a thorough threat assessment has been completed, the principal or designee will make a determination about the level of security. • The Principal or designee will inform the local police of the situation.

BUILDING SECURITY PLANS 2026 - 2027

BUILDING SPECIFIC GENERAL SECURITY PRACTICES

General security practices (daily entry/exit procedures, visitor check-in, badges, etc.) are unique to each building.

EARLY CHILDHOOD

GENERAL	• EC/DO Entrance Door V will be open from 7:30-8:00 each day for entrance to the District Office. • At 8:00 am, all doors except the EC Office door will lock. • All visitors are required to check in, receive a visitor badge, and be buzzed out of the office in order to enter the main building. On nights when there is an event, the EC Entrance doors will remain open until the conclusion of the event. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

SOUTH ELEMENTARY

GENERAL	• The office door (1) and breezeway doors (3 & 8) will open to allow student entrance at 7:40 am. They will remain open until 8:00 am. • At 8:00 am, all doors except the main office door will lock. • All visitors are required to check in, receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, the main office door (1) will remain open until the conclusion of the event. • Signs are posted at every entrance directing visitors to the main office. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

NORTH ELEMENTARY

GENERAL	• The office door (1) will open to allow student entrance at 7:40 am. They will remain open until 8:00 am. • At 8:00 am, all doors except the main office door will lock. • All visitors are required to check in, receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, the main office door (1) will remain open until the conclusion of the event. • Signs are posted at every entrance directing visitors to the main office. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

SAINT PETER MIDDLE SCHOOL

GENERAL	• The office door (A), gym lobby door, and D.O. doors will open to allow student entrance at 8:05 am. They will remain open until 8:25 am. • At 8:25 am, all doors except the main office door will lock. • All visitors are required to check in, receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, the gym lobby doors will remain open until the conclusion of the event. • Signs are posted at every entrance directing visitors to the main office. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

SAINT PETER HIGH SCHOOL

GENERAL	• The office door (A), gym lobby door, and D.O. doors will open to allow student entrance at 8:05 am. They will remain open until 8:25 am. • At 8:25 am, all doors except the main office door will lock. • All visitors are required to check in, receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, the gym lobby doors will remain open until the conclusion of the event. • Signs are posted at every entrance directing visitors to the main office. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are

directed to contact the main office.

OSHAWA LEARNING ACADEMY

GENERAL

- All exterior doors are locked at all times.
- All visitors are required to check in, receive a visitor badge, and be buzzed out of the office in order to enter the main building.
- On nights when there is an event, the main office door (1) will remain open until the conclusion of the event.
- Signs are posted at every entrance directing visitors to the main office.
- All school personnel are required to wear school identification badges.
- All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office.
- If school personnel observe suspicious behavior by visitors, they are directed to contact the main office.

EMERGENCY COMMUNICATION PLAN 2026 - 2027

Informing/Communicating with Emergency Responders

BEST	Phone (911) - Stay on the line as long as safe. - District phones pinpoint location precisely; cell phones less so
NEXT BEST	Dispatch Radio (located in office) Each building has one radio linked to county dispatch; info must be relayed to the radio holder; prioritize if phones become unsafe to access

Informing/Communicating with Students & Staff

BEST	School Intercom and Crisis Go App Simultaneously Instantly reaches the whole building; use if safe
NEXT BEST	School Intercom Crisis Go App - Reaches in-building groups and those outside (e.g., PE/recess); ideally used alongside the intercom
ALTERNATIVE	District Radio and/or Runners Plays a minimal role during actual crises (not drills)
* FIRE ALARM	Always signals to evacuate the building Always signals immediate evacuation

Staff are briefed on emergency action plans during fall workshop week.
Students are briefed during grade-level handbook meetings and regular drills.

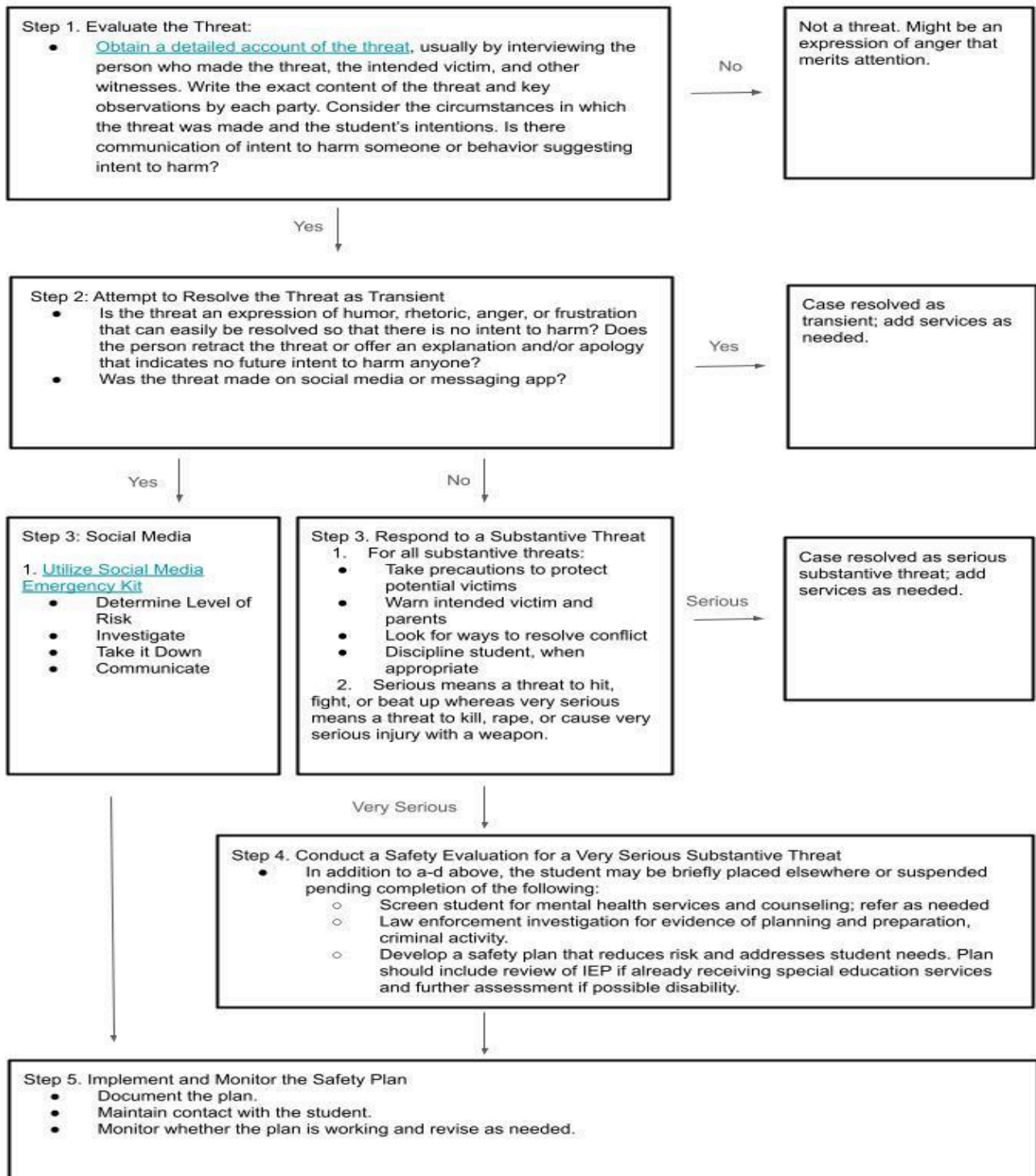
Informing/Communicating with Parents/Guardians

Thrillshare communications app
<i>Parents/guardians are notified of emergency action plans in the second week of school via the weekly newsletter</i>

Informing/Communicating with Media and Community

- The superintendent or their designee will handle all communication with the media.

THREAT ASSESSMENT PROTOCOL 2026 - 2027



GENERAL CRISIS MANAGEMENT PLAN

Saint Peter Public School's crisis management plans follow the Standard Response Protocol (SRP) (version 4.2, 2024) from the I Love You Guys Foundation. The plans cover building security, classroom/building/campus evacuation, and sheltering procedures using six key actions: Hold, Secure, Lockdown, Evacuate, Shelter, and Reunify.



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



REUNIFY

District-wide immediate response actions and when to call a response protocol:



HOLD

*(In your room or area)**

- Medical Emergency
- Mental Health Crisis
- Student Behavior Crisis



EVACUATE

*(A location may be stated)**

- Bomb Threat
- Fire
- Hazardous Material Release/ Spill



SECURE

*(Get Inside. Lock Outside Doors.)**

- Unknown or unauthorized person on the school grounds
- Dangerous animal on school grounds
- Suicidal Thought/ Attempt/ Completion
- Demonstration/ Disturbance
- Criminal activity in area
- Planned police activity in the neighborhood



POLICE LEAD EVACUATION

*(Evacuation after a Lockdown)**

- After a lockdown



SHELTER

*(State the Hazard and Safety Strategy)**

- Hazardous Material Spill/ Release Outside
- Tornado
- Severe Weather
- Flooding



LOCKDOWN

*(Locks, Lights, Out of Sight)**

- Dangerous animal within the school building
- Intruder/ Hostage
- Angry or violent parent or student
- Report of a weapon



REUNIFY

- Due to Weather
- Power outage
- Hazmat event
- School crisis



HOLD

In Your Room or Area.

HOLD IN YOUR ROOM OR AREA.

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.

Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

PUBLIC ADDRESS - RELEASE

A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.



SECURE

Get Inside. Lock Outside Doors.

SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.

Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"The Secure is released. All Clear.

The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.

Thank you for your assistance with making this Secure work smoothly."

ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.

SCHOOL IS SECURED

MONITORED ENTRY AND CONTROLLED RELEASE



ESCUELA BAJO PROTECCIÓN

ENTRADA VIGILADA Y SALIDA CONTROLADA

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LOCKDOWN

Locks, Lights, Out of Sight.

LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!"

Lockdown! Locks, Lights, Out of Sight!"

ACTIONS

The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.



EVACUATE

A location may be stated.

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or <https://iloveuguys.org> for them to learn more.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.

Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from iloveuguys.org.

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.



POLICE LED

Evacuation after a Lockdown

POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

PREPARATION

Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)"

LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES

Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION

During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy.

SHELTER STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.

Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.

Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (<https://iloveguys.org/The-Standard-Response-Protocol.html>).

EMERGENCY SPECIFIC ACTION PLANS

2026 - 2027

ASSAULT AND RAPE

In the event there is an occurrence of rape and/or serious assault, school personnel should follow these procedures:

Medical Procedures

1. Render first aid to the victim.
 2. Phone the police, 911.
 3. Notify the school counselor or school social worker.
 4. Check for:
 - a. Emergency contact on file if victim is a student or staff member.
 - b. Notify parent/guardian or spouse or individual on emergency information.
 - c. If building has staff member with specific training in the area of rape relief, have them assist. Staff members are listed at the end of this section.
 5. Notify the principal or administrator.
 6. Notify the Superintendent.
 7. Obtain as much information regarding the assailant and incident as possible.
 8. Accompany the victim, if necessary, to the hospital or appropriate law enforcement center.
-
- The heightened security plan will be put into place.
 - The Superintendent's Office will be the only source of information to the press.

***** Follow the Assault and Rape Personnel Chain of Command for the specific site.***

Instructions for Receiver of a Call

- Schools have been primary “targets” of bomb threats, particularly on a seasonal basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.
 1. A person receiving a bomb threat should try to attract someone else’s attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call).
 2. Obtain as much information as possible, i.e., the time set for the explosion; the exact location of the bomb; the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.
 3. Immediately notify the building administrators and the superintendent of schools. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases; however, circumstances will vary in each incident.
 4. On request of building administrators or superintendent, call police department (911).

Building Administrators or Designees’ Responsibilities

1. Check the receiver of the call for authenticity and other pertinent information.
2. Report to the emergency command center.
3. Call the police and/or sheriff’s office, if not already done.
4. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
 - a. Deploy search teams from the command center to search the outside and inside of the building.
 - b. Alert all staff members to conduct a search of their classroom, office, or work area and report any unusual conditions.
5. Meet with law enforcement officials regarding search and further procedures.

6. Handle all inquiries from the news media.
7. Follow the administrative rules for bomb threat procedures.

Evacuating the Building

1. If the building is to be evacuated in response to a bomb threat:
 - a. Notify the police department immediately.
 - b. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces). **School should not be canceled or students sent home.**
 - c. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police. **DO NOT TOUCH ANYTHING SUSPICIOUS.**
 - d. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.
 - e. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.
2. Building administrators or custodians make a visual check for persons still in the building.
3. Do not re-enter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee should conduct a visual search of the interior and exterior of the building.
4. If the evacuation is for the remainder of the school day, move students to a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported home from this area.
5. Secure all doors.
6. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instructions 2-5 above.

Responsibilities of Faculty and Staff

1. Make a visual check of the classroom, offices, or work areas. Report anything unusual to the principal. **DO NOT TOUCH ANYTHING.**

2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.
3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.
4. Do not enter the building until told to do so by the building administrator or designee.

Individual Building Plan

- *Follow the specific drill/evacuation plan for your site.*

CARDIAC EMERGENCY RESPONSE PLAN

Purpose

The purpose of the Saint Peter Public School District Cardiac Emergency Response Plan (CERP) is to establish a clear, coordinated, and effective response to sudden cardiac arrest (SCA) occurring on school property or during school-sponsored activities. This plan aligns with Minnesota state statutes and best practices to ensure rapid intervention and improved survival outcomes.

Definition of Sudden Cardiac Arrest (SCA)

Sudden Cardiac Arrest (SCA), as defined by the American Heart Association, is a sudden and unexpected loss of heart function caused by an abnormal heart rhythm. This results in the heart's inability to pump blood effectively, leading to collapse, loss of consciousness, and death within minutes if not treated immediately.

Signs of SCA include:

- Unresponsiveness or unconsciousness
- Not breathing normally (gasping, gurgling, or no breathing)
- Seizure-like or convulsive movements

SCA may also occur following a sudden, forceful blow to the chest.

Cardiac Emergency Response Team (CERT)

District Coordination

The district will designate a **Cardiac Emergency Response Plan (CERP) Coordinator** (e.g., District School Nurse) responsible for:

- Plan development and implementation
- Annual review and updates
- Coordination across all school buildings

Building-Level Teams

Each school building will establish a **Cardiac Emergency Response Team (CERT)** selected by the building administrator.

CERT Responsibilities:

- Respond immediately to suspected cardiac emergencies
- Initiate CPR
- Retrieve and use AED
- Call 911 and activate EMS
- Coordinate with first responders

All staff must be familiar with:

- How to recognize SCA
- How to activate emergency response
- AED locations

Emergency Response Protocol

When a cardiac emergency is suspected:

1. **Assess responsiveness and breathing**
2. **Call 911 immediately**
3. **Activate CERT** (via designated communication system)
4. **Begin Hands-Only CPR**
5. **Retrieve and apply AED as soon as possible**
6. **Continue care until EMS arrives**

Goal: **AED applied within 3 minutes** of collapse.

Communication Plan

Each building will implement a reliable communication system to activate the CERT, such as:

- Overhead paging system
- Two-way radios
- Phones or mobile alerts

The system must ensure:

- Immediate notification of CERT members
- Coverage for indoor and outdoor areas

Automated External Defibrillators (AEDs)

Placement

AEDs will be:

- Clearly marked and accessible
- Located in high-traffic areas (gym, cafeteria, main office)
- Positioned to allow response within 3 minutes
- Emergency kits (gloves, scissors, razor, CPR mask)

Maintenance

The district will:

- Assign staff for routine AED checks
- Monitor battery and pad expiration dates
- Maintain documentation logs

AED Registry

All AEDs will be registered within 30 days in the National Emergency AED Registry in compliance with Minnesota law.

Training Requirements

CPR/AED Training

All staff will:

- Review the CERP annually
- Be CPR/AED trained
- Coaches and physical activity supervisors

Certification must be:

- Through a nationally recognized organization
- Renewed every 2 years

Cardiac Emergency Response Drills

- Minimum **1 drill annually** per building (2 recommended)
- One drill may be a tabletop exercise
- Goal: Full response completed within **5 minutes**

Drills will include:

- Role clarity
- Communication practice
- AED access and use
- Coordination with emergency responders

Plan Communication

The CERP will be:

- Distributed to all staff annually
- Shared with local EMS and first responders
- Posted in key locations:
 - Classrooms
 - Offices
 - Gymnasiums
 - Cafeterias
 - Health offices
 - Near AEDs

Coordination with Emergency Services

The district will:

- Collaborate with local EMS, fire, and law enforcement
- Provide building maps and AED locations upon request
- Align procedures with community emergency response systems

Annual Review and Continuous Improvement

The School Board and district leadership will:

- Conduct an **annual review** of the CERP
- Evaluate drills and real incidents
- Update procedures based on best practices

Scenario:

A person is found on the ground, not responding to verbal prompts or physical touch. The person is observed to have abnormal breathing (irregular breaths, gasping, or not breathing at all), and may begin to show seizure-like movements or convulsions. You need to take immediate action.

1. Recognize signs of SCA (may include one or more of the following).
 - a. Not moving, unresponsive, or unconscious
 - b. Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
 - c. Seizure or convulsion-like movements
2. The first school staff to observe the unresponsive person calls 9-1-1 or designates another adult to call 9-1-1.
 - a. Provide school building address
 - b. Explain person's condition/symptoms
 - c. Listen carefully to the dispatcher for additional guidance
 - d. Stay on the line and answer dispatcher questions
3. Once 911 has been called, activate the cardiac emergency response team (CERT) immediately using the communication plan outlined in the CERP. Use a calm, clear voice to call the office and state, **"There is a cardiac emergency in [name specific location within the building] and 911 has been called."**
4. The school staff that finds the unresponsive person should also designate someone to retrieve and deliver an AED from the nearest location to the emergency. Often a team member enroute to the scene can retrieve the AED the fastest.
5. The first staff member at the scene of the emergency should start CPR (Hands-Only CPR if not CPR certified is an effective response and increases chance of survival until a CERT member or EMS arrive on scene)
 - a. Place the person on their back on a firm flat surface.

- b.** Using 2-hands place the heel of one hand in the center of the chest, on the lower half of the breastbone, with the other hand directly on top (or one hand for smaller children), pushing hard and fast to a depth of about 2 inches (or one-third the depth of the chest for smaller children). You can lift or interlock fingers to keep them off the chest.
 - c.** 100-120 compressions per minute, allowing the chest to rise fully between compressions.
 - d.** If you are able and willing to provide rescue breaths, use a CPR barrier mask and provide 2 breaths after 30 compressions.
 - e.** Continue compressions until help arrives.
- 6.** School administrators or office staff should follow communication procedures within the crisis management plan for placing the school in a “hold” for medical emergency, and alert CERT using a two-way communication system to the location of the medical emergency.
- 7.** CERT members should report to the emergency location and respond based on roles and responsibilities assigned, ensuring CPR certified staff remain on scene and additional staff are securing the location and available at entry points to quickly direct EMS personnel to the scene.
- 8.** When the AED arrives, turn the device on immediately.
- 9.** Follow the AED’s visual and audio prompts for pad placement and shock advisement. Note: the AED will only deliver electrical shocks if advised by the device. Continue CPR, rotating staff doing chest compressions as needed, until the person becomes responsive, or EMS takes over.
- 10.** Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.
- 11.** A CERT member should be designated to document the emergency, noting the time the event began, when CPR was initiated, when and if the AED delivered a shock, the time EMS arrived on scene and assumed control of the emergency response, and the person’s condition when care was transferred to EMS.
- 12.** Following the communication procedures outlined in the building’s crisis management plan, a school administrator or office staff should notify emergency contacts for the unresponsive person.
- 13.** Medical providers evaluating the person following the emergency response may request information about what the person was doing at the time of the event as well as retrieval of data from the AED to determine

proper treatment. EMS personnel may request that the school send the AED with the person to the hospital. Schools should have a plan for returning the AED back to campus.

14. CERT members should allow for time following the event to debrief the outcome of the cardiac emergency and complete an after-action review to identify successes and areas for improving future emergency medical response, updating plans and protocols accordingly. School boards are required to annually review and evaluate the effectiveness of the plan.
15. Develop a plan for supporting staff and/or student mental health needs following their participation in or observation of a medical emergency response on campus. The plan may include staff support through the Employee Assistance Program (EAP) or the Regional Crisis Response Team (MDE Model Crisis Management Policy, 2024). Staff may also engage with school-employed mental health professionals to evaluate postevent trauma and identify students who may need additional care and support following the emergency event.

Child Abuse

Any staff member who suspects neglect, physical abuse, or sexual abuse is mandated to make an immediate report to the building administrator. The reporting staff member should gather the following information on the abused or neglected child:

1. The child's full name, date of birth, home address, phone, and parents' names.
2. Any person believed to be responsible for the abuse or neglect of the child.
3. The nature and extent of the abuse or neglect.
4. The name and address of the reporting party.

An oral report is to be made to the appropriate child protection agency after the information has been obtained. The oral report is then to be followed up by a detailed written report to the notified agency.

If the reporting staff member believes that the child is abandoned, subject to a real or imminent threat, or in need of medical attention, the building administrator should be called immediately. Officers can remove a child from a threatening environment to protect the child. If a police officer or child protection worker comes to the school to interview a child, the building administrator shall be notified. The building administrator will be given a written notice of the intent to interview a child at school.

School officials cannot disclose to the parents, legal custodian, guardian, or perpetrator, that a request to interview a child has been made until after the abuse or neglect investigation or assessment has been concluded.

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act. Additionally, the identity of the reporter is protected except in very limited circumstances.

Kidnapping

The following are some preventative activities which may help avoid Kidnapping situations:

1. School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
2. Emergency cards of such students should be tagged.
3. Before releasing a child to anyone except the parent or guardian on the list, school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
4. When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
5. All visitors should be asked to sign in at the building administrator's office and follow building procedures for visitors.

In the event of a Kidnapping

1. Phone the police: 911.
2. Contact the building principal/program supervisor.
3. Phone the parent/guardian.
4. Phone the Superintendent.
5. Do not release any information to the press. Refer requests for information to the Superintendent's Office.

School Personnel

- A. Students will be sent home when official Civil Defense Public Information indicates there is sufficient time to arrive home before dangerous conditions develop. (See “Emergency School Closing” for procedures.)
 - 1. Information will be released by the Superintendent or designated official to all communications media.
 - 2. Local broadcast stations (EBS) will transmit emergency public information.
- B. If, in the opinion of the Superintendent, there is not sufficient time to transport the students home, the building principals/program supervisors will be so instructed.
- C. If schools are not in session during a Civil Defense alert due to deterioration of international affairs, every effort will be made to close schools until safety is assured by the emergency broadcast network.

Members of the Public

- In the event of a Civil Defense alert, members of the public may come into the school buildings for shelter.

Best Place of Protection

- The staff should guide the students and members of the public to underground areas or to interior hallways on the lowest floors. If hallways are crowded, use interior rooms. As a last resort, use an area of classrooms farthest from the windows.

Method of Communications

- Method of communications to the occupants of the building will be by public address system or by courier appointed by the principal/program supervisor. The principal/program supervisor will be in charge of each building. The principals/program supervisors will receive their instructions via the emergency broadcast network and/or from the Superintendent's Office via the Director of Maintenance. The district office shall communicate to each building by telephone or by an appointed courier.

Telephones are not to be used except by permission of the Principals, Program supervisors, Superintendent or Director of Maintenance.

CIVIL DEFENSE PLAN (Site Specific):

- Students will be sent home when civil defense communications indicate there is sufficient time to arrive home before dangerous conditions develop. Information will be released by the proper authorities to all communications media.

1. In the event that conditions will not allow time for students to be dismissed, students will be assembled in predesigned areas in each building.
2. In the event that conditions will not allow for students to be assembled in the school building, students will be moved to their evacuation site specific to their building. ***Follow the specific evacuation plan for your site.***

PLAN FOR USE OF SCHOOL FACILITIES FOR SHELTER

If the area is suffering from a disaster, the use of the school facility will be part of the overall community plan to utilize community resources and is part of the school plan approved by the board.

1. The use of the school facilities as shelter will be reserved for the students of the district. However, in the event that the students do not need the school shelter, it will be made available to the community.
2. During a declared or undeclared emergency, the school facilities are available for civil defense activities if it is deemed necessary by the Civil Defense Director.
3. If the school is used as a fallout shelter for the school children, members of the staff are in charge as shelter managers.

Fire Alarm Operation

When the fire system panel sounds:

1. Security Attendant has 15 seconds to acknowledge the fire alarm on the panel.
 - i. At the panel: Turn the Key ON.
 - ii. Press the Ack/Stop Button

If the Security Attendant does not acknowledge the alarm within 15 seconds, the fire alarm will automatically sound throughout the building, alerting occupants to evacuate.

2. Use the 2-way radio to contact the custodian
 - i. Read the location of the alarm on the Fire Panel Screen to the custodian.

The Custodian has 3 minutes to determine whether the alarm is actual or false before the general alarm will sound throughout the building.

3. If the custodian reports there is a fire
 - i. Pull the Fire Alarm and EXIT the building.
4. If the custodians determine it is a false alarm:
 - i. Press the RESET button on the Alarm panel.
 - ii. Call Alarm Monitoring Service central reporting station at 1-507-345-4185
 - iii. Identify yourself by name, school location, and inform them of your account number 4681
 - iv. Identify your PASSWORD: 4681. (yes, same as the account #)
 - v. Ask them to put the system on test for 30 minutes.

If the custodian does not report back within 3 minutes, the alarm will automatically sound throughout the building, alerting occupants to evacuate. Also, if within the 3 minutes, and a second detection device activates, the alarm will automatically sound throughout the building alerting occupants to evacuate.

5. When the custodian reports he has repaired or replaced the faulty detector as necessary, RESET the system.
 - i. Press the Reset button on the alarm panel
 - ii. Turn the key OFF.

End of Event

1. If the fire alarm sounds:
 - a. Evacuate the building to at least one hundred feet following the specific exit directions listed.
 - b. School officials will make an immediate determination of the location of the fire or hazardous condition. Upon determination, immediate contact is made with the office and the elementary principal using appropriate communications.
 - c. The secretary or designee will contact St. Peter Police Department to confirm the situation.
 - d. The Principal will report to the office.
The Principal or designee will establish formal communication with the police and fire department. Secretaries will call bus service if necessary.
 - f. Students and staff are not to return to the building until notified by a Principal or Principal's designee.
2. All teachers are requested to make themselves familiar with the following rules and regulations and explain them thoroughly to the pupils of their respective rooms immediately so that fire drills may be successfully begun after the first week of school. Please discuss this with students.
 - a. Any teacher or pupil who observes any indication of fire will immediately pull the switch in one of the stations located in the corridor.
 - b. The Emergency Evacuation Plan will be followed for vacating the building. The school secretary will call the St. Peter Police Department in the event of an actual fire situation.
 - c. Teachers are requested to impress upon all pupils that fire drills are very serious matters and should not be treated lightly.
 - d. Each teacher should make it a point to become familiar with the alarm stations and their locations, and the location of fire extinguishers.
 - e. In case of actual fire during inclement weather, students will be evacuated to the specific building evacuation site.

EMERGENCY EVACUATION PLAN

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. If there is time, close the door and bring your record book with you.
2. As soon as the alarm is sounded, pupils will rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal.

Pupils should pass from the room in single file and the pupils from an individual room should remain in single file until out of the building. Under no circumstances should pupils be allowed to move faster than a rapid walk. There should be no talking after the alarm is sounded and until pupils are clear of the building. Noise leads to confusion and encourages panic. Also, with much noise, emergency instructions or changes in regular procedure cannot be heard. The first two students to arrive at any exit should hold the doors open until teachers arrive to relieve them.

3. Pupils will not take their coats or books with them.
4. As soon as all pupils have left the building, the teachers will take their positions at the exit from which the pupils have left and under no circumstances allow any of them to pass back into the building until the outside bell has sounded.
5. Teachers will direct pupils to march away from the building to the parking lots. The space near the building should be absolutely clear. Pupils should return to the building after a drill by the same route that they left the building. There are to be no students in the streets.
6. Evacuation routes are posted in each room and should be visible upon exiting the room.

**** Individuals responsible for students should follow the *site-specific evacuation plan* to ensure students are out of designated lavatories.**

EARLY CHILDHOOD EMERGENCY EVACUATION PLAN (DRILL)

Individual Building Plan for St. Peter Early Childhood:

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, follow these procedures:
 - a. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. Close the door and **bring your red/green emergency clipboard with you.**
 - b. Students will not take anything with them.
 - c. Evacuation routes are posted in each room and should be visible upon exiting the room.
 - d. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** side up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** side.

Saints Bus Service: 507-934-4690

The following staff will be responsible for ensuring students are out of designated locations:

Girls and Boys Bathrooms	Office Staff
225 A/B Bathroom	B-2 Teacher
223/226 Bathroom	Young Explorers Teacher/Para

Individual Building Plan for Early Childhood:

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, follow these procedures:
 - a. Move students away from the building.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

Saint Peter Community Center: 507-934-0667

Saints Bus Service: 507-934-4690

SOUTH ELEMENTARY EMERGENCY EVACUATION PLAN (DRILL)

Individual Building Plan for South Elementary:

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, follow these procedures:
 - e. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. Close the door and **bring your red/green emergency clipboard with you.**
 - f. Students will not take anything with them.
 - g. Evacuation routes are posted in each room and should be visible upon exiting the room.
 - h. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** side up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** side.

City Hall (Scholarship America Building): 507-934-4840

Saints Bus Service: 507-934-4690

LOCATIONS

Bathroom 1	
Bathroom 2	
Bathroom 3	
Lower level bathrooms	

Individual Building Plan for South Elementary:

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, follow these procedures:
 - a. Move students away from the building.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

City Hall (Scholarship America Building): 507-934-4840

Saints Bus Service: 507-934-4690

NORTH ELEMENTARY EMERGENCY EVACUATION PLAN (DRILL)

Teachers, please remind your students to remain with the class for the duration of the drill. Ensure you have designated a specific meeting location at least 100 feet from the building and have shared this spot with your students so they know where to regroup if separated.

This drill will take more time as we work through the details of this plan. Thank you for your patience!

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. Close the door and **bring your red folder with you.**
2. Students will not take anything with them.
3. Evacuation routes are posted in each room and should be visible upon exiting the room.
4. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** card up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** card.

The following staff will be responsible for ensuring students are out of designated lavatories:

LOCATIONS

2nd grade lavatories	Cafeteria staff
3rd grade lavatories	Office staff
4th grade lavatories	4th grade special ed teacher
Cafeteria lavatories	Media Center para

The following staff will be looking for the red/green cards in the designated locations. If you are missing a student(s) have the names ready for staff when they get to you. Please stay with your students until we find your missing student(s). We will remain in “drill mode” until all students have been accounted for.

Office: **Sarra Torbenson, Rachel Dauk**

Door: 4/playground doors

Please send the name(s) of missing students to the Safety Drill text group. Hopefully, we will be able to quickly locate the missing students.

Individual Building Plan for North Elementary School:

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, follow these procedures:
 - a. Move students away from the building.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

First Lutheran Church: 507-934-3060

Saints Bus Service: 507-934-4690

SAINT PETER MIDDLE SCHOOL EMERGENCY EVACUATION PLAN (DRILL)

Teachers, please remind your students to remain with the class for the duration of the drill. Ensure you have designated a specific meeting location at least 100 feet from the building and have shared this spot with your students so they know where to regroup if separated.

This drill will take more time as we work through the details of this plan. Thank you for your patience!

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. Close the door and **bring your red folder with you.**
2. Students will not take anything with them.
3. Evacuation routes are posted in each room and should be visible upon exiting the room.
4. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** card up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** card.

The following staff will be responsible for ensuring students are out of designated lavatories:

Common Area / Restroom ✓	
Locker Rooms	PE Staff
1st Floor Lobby Restrooms	Student Services
1st Floor Elevator & STEM / FACS Restrooms	Room 118 / 119 / 121 / 122 Staff
2nd Floor Center (Oak) Restrooms	Student Services
Room 205 Assistance	Nurse's Office
3rd Floor Center (Maple/Pine) Restrooms	Room 313 / 314 Staff
3rd Floor Wing (Spruce) Restrooms	Room 320 / 323 Staff

The following staff will be looking for the red/green cards in the designated locations. If you are missing a student(s), have the names ready for staff when they get to you. The staff will send a text to the Safety Drill Group. Please stay with your students until we find your missing student(s). We will remain in "drill mode" until all students have been accounted for.

Lincoln Dr (Door I/L): **Steve Alger**
ECFE (Door V): **Ytife Prafke**
DO Entrance (Door R): **Jessi Buttell**
Capitol Dr (Door A): **Saints Ready Supervisor / Jonathan Smith / Sarah Sullivan**

Please send the name(s) of missing students to the Safety Drill text group. Hopefully, we will be able to quickly locate the missing students.

Individual Building Plan for Saint Peter Middle School:

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, follow these procedures:
 - a. Move students away from the building.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

Saint Peter Community Center: 507-934-0667

Saints Bus Service: 507-934-4690

SAINT PETER HIGH SCHOOL EMERGENCY EVACUATION PLAN (DRILL)

Teachers, please remind your students to remain with the class for the duration of the drill. Ensure you have designated a specific meeting location at least 100 feet from the building and have shared this spot with your students so they know where to regroup if separated.

This drill will take more time as we work through the details of this plan. Thank you for your patience!

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. Close the door and **bring your red folder with you.**
2. Students will not take anything with them.
3. Evacuation routes are posted in each room and should be visible upon exiting the room.
4. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** card up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** card.

The following staff will be responsible for ensuring students are out of designated lavatories:

Commons - Shari Karlsrud or Jon Hughes

Gym Lobby - Betsy Blume

Locker Rooms - Kris Sandborg or Keith Hanson

1st Floor Locker Bay- Courtney Colton or Andy Vander Linden

2nd Floor Locker Bay - Heather Sather or Regina Sirianni

The following staff will be looking for the red/green cards in the designated locations. If you are missing a student(s) have the names ready for staff when they get to you. The staff will send a text to the Safety Drill Group. Please stay with your students until we find your missing student(s). We will remain in “drill mode” until all students have been accounted for.

Office: Maria Figueroa

Door E4:Annette Engeldinger

Door E5: Heather Sather

Door N1: Regina Sirianni

Door N2 & N3: Andy Vander Linden

Door N4 & N5: Courtney Colton

Door W4: Betsy Blume

CTE Classes: Shari Karlsrud

Please send the name(s) of missing students to the Safety Drill text group. Hopefully, we will be able to quickly locate the missing students.

Individual Building Plan for Saint Peter High School:

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, follow these procedures:
 - a. Move students away from the building.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

Church of St. Peter: 507-931-1628

Saints Bus Service: 507-934-4690

Individual Building Plan for South Elementary:

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, follow these procedures:
 - e. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. Close the door and **bring your red/green emergency clipboard with you.**
 - f. Students will not take anything with them.
 - g. Evacuation routes are posted in each room and should be visible upon exiting the room.
 - h. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** side up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** side.

LOCATIONS

Bathroom 1	
Bathroom 2	

Individual Building Plan for Oshawa Learning Academy:

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, follow these procedures:
 - a. Move students away from the building.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

Leo A. Hoffmann Center Family Center or City Hall (Scholarship America Building):

507-934-4840

Saints Bus Service: 507-934-4690

A. Tornadoes

1. Public warning signal - 5 minute steady blast on Civil Defense siren and repeated if necessary.
 - a. Tune in radio to local commercial broadcast station.
 - b. Tornado warning alert will be disseminated to other schools from high school warning point.
 - c. Elementary Administration will disseminate warning to remaining schools in District.

B. Severe Thunderstorms

1. Public warning signal (radio or TV); no siren sounded unless danger or tornado.
2. Warn students before the spring tornado season, regarding:
 - a. Low areas where flooding might occur.
 - b. Loose or downed electrical wires.
 - c. Danger from lightning.
3. If a storm occurs at dismissal time, it might be desirable to retain students until danger has passed.

C. Epidemics

1. The County Health Department is responsible for all rules governing the control of communicable diseases.
2. At the first sign of contagion in epidemic proportions:
 - a. Call the County Health Department.
 - b. The Health Department will take necessary action.
3. Pandemic Influenza preparedness plan is available in the emergency tool kit.

D. Electric Power Failure

During school hours - call St. Peter Public Utilities-telephone number 507.934.4840.

E. Top Priority Gas Line Break

1. During school hours:
 - a. Clear the immediate area; evacuate the building if necessary; call the bus service and transport students to Saint Peter Community Center
 - b. Call CenterPoint Energy - telephone number 1.612.321.5050.
 - c. Call Fire Department - if necessary - telephone number 507.931.1110.
 - d. Notify Principal's office.
 - e. Call head building custodian

2. After school hours:

- a. Call St. Peter Public Utilities: 507.934.4840.
- b. Call building and grounds director, Seth Putz (218) 434-1149
- c. If flooding occurs and pumps are needed, call City Engineering Department: 507.934.4840 or
- d. Civil Defense Director: 507.931.6800 or
- e. Sheriff's Office: 507.931-1570.

F. Water Main Break

1. During school hours:
 - a. Call St. Peter Public Utilities: 507.934.4840.
 - b. Call head building custodian
 - c. If flooding occurs and pump is needed, call City Engineering Department: 507.934.4840 or
 - d. Civil Defense Director - 507.931.6800 ext. 250.
2. After school hours:
 - a. Call St. Peter Public Utilities: 507.934.4840.
 - b. Call building and grounds director, Seth Putz (218) 434-1149
 - c. If flooding occurs and pumps are needed, call City Engineering Department - 507.934.4840 or
 - d. Civil Defense Director: 507.931.6800 extension 250 or
 - e. Sheriff's Office: 507.931.1570.

G. Blizzards

1. Awareness
 - a. The approaching winter storm or blizzard conditions will be announced by radio/TV.
 - b. The District Office will advise principals and the transportation department of possible early closure or cancellation of late buses and/or extracurricular buses.
 - c. Early dismissal of special education transportation out of the district will depend on decisions of local school district to which student has been transported.
2. Action
 - a. Transportation will be notified by the Superintendent to prepare for optional service or for cancellation of service.
 - b. Principals/Program Supervisors will be notified by the Superintendent of the decision relative to transportation.
 - c. At time of dismissal, students should be advised by school staff to:
 - Go directly home.
 - Dress properly for the weather
 - Be aware of low visibility and that it may be difficult to see or be seen.

- d. If school buses cannot transport students to their homes, the students will be held in classrooms until each student identifies where they will be going at the dismissal of school.
- e. Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released. Also, should it be necessary, the school kitchens will be opened to provide food for students and staff.

3. Closing of Schools

- a. Determined by the Superintendent of Schools.
- b. In the absence of the Superintendent, the decision will be made by:
 - Darin Doherty - North Elementary Principal
- c. Notice will be given by Thrillshare communication system when schools are not in session or upon an emergency closing.

D. Flooding

- 1. In the event of flooding, the Superintendent of Schools will make the decision to close the schools. Parents and community members will be notified of the dismissal/evacuation or closing via Thrillshare, radio or TV.
- 2. If schools are evacuated, the Director of Transportation will develop alternative bus routes depending on the severity and extent of flooding.
- 3. The Principals and Program Supervisors of each building will establish routes to be taken for students who are walking.
- 4. School personnel shall supervise walkers as needed.

DISTURBANCE OR DEMONSTRATION PROCEDURES

The prevention of possible disturbances should be the prime concern of the entire community. Sound and relevant educational programs and open lines of communication with students, staff, parents and community are important.

The following procedures should be considered only in case of extreme emergencies. The administration staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

- A. Procedure (after determination that a situation is threatening to the safety of students and staff).
 - a. Principal, or designee, is in complete charge of building and facility. (A predesignated chain of command should be established in case of absence of the Principal from the building).
 - b. Put into effect the prearranged individual building emergency plan.
 - c. Notify the Superintendent of Schools.
 - d. Notify all schools in area of possible disturbances.
 - e. Student relations:
 - i. Keep student informed of situation through normal channels of communications.
 - ii. Conference with student representation of all groups representing all points of view in order to dispel rumors, calm fears, and provide as near normal operation as possible.
 - iii. Normal classroom operation should be maintained as much as possible and all students encouraged to stay in classrooms.
 - 1. No students should be physically restrained from leaving the
 - 2. If disturbance is outside of building, students should be kept away from windows.
 - 3. Students should be advised of the threat to their welfare that may be occasioned by leaving the building.
 - 4. No students, or student group, should be utilized in calming any disturbance that might place them in a situation where physical harm might occur or that would jeopardize their normal relationship with their fellow students.
- B. Staff relations:
 - a. Faculty
 - i. Keep faculty informed of the situation, using all available means of communication.
 - ii. All faculty should record events that occur in their vicinity with names, times, and place of events, and action taken.
 - iii. All faculty can have a calming effect by their judgment and sound action will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.
 - b. Administrative staff - Responsible to building. Responsible for performance of assigned duties.
 - c. Custodial staff
 - i. Responsible to building Principal for assigned duties.
 - ii. Responsible for physical plant; 401, utilities, fire alarm center, etc.

- iii. Security of all entrances.
- d. Clerical Staff
 - i. Safety of essential records without jeopardy to their own physical well being
 - ii. Keep switchboard clear for emergency calls.
- e. Auxiliary staff - All aides remain at their assigned duties unless specifically assigned other duties by the administration staff.

C. Police Relations

- a. The Principal of the building should alert the police for possible action.
- b. The use of uniformed police in any crisis situation must be handled with extreme care. Principal should designate an entrance and room where uniformed police may enter and remain there until called for duty.

D. Community Relations:

- a. Parents
 - i. Keep parents fully informed of situation in schools by all possible means of communication.
 - ii. Organize a parental group that would voluntarily participate in attempts calm disturbances in schools.
 - iii. A telephone chain should be established for speedy utilization of parents.
- b. Community organization and leaders.
 - i. Establish relations with organizations in the community and recognize community leaders so that they might be a source for assistance in calming potentially dangerous situations.

E. News Media Relations

- a. Assign a staff person the specific responsibility for dealing with all news media.
- b. Provide a room for press conferences.
- c. Keep news media informed of all decisions.
- d. Insist that news media keep cameras out of the building or that they be brought to the press room.

F. Closing of Schools

- a. Only the Superintendent of Schools, or the Superintendent's designee, can legally authorize the closing of schools.
- b. If the decision to close schools is made:
 - i. Parents will be informed as quickly as possibly through Thrillshare and, radio/television.
 - ii. Students and staff will be informed.
 - iii. Staff will supervise dismissal
 - iv. Bus transportation will be arranged
 - v. Neighboring schools should be informed

EVACUATION PLAN FOR DISABLED STUDENTS

The following procedure is to be used during an emergency drill when a wheelchair student is in your classroom.

Drill Procedures

1. Teachers are to accompany the wheelchair student to the nearest stairway or exit. Remain with the student at the head of the stairs.
2. Direct your other students to proceed to appropriate fire exit or tornado shelter with an adjacent teacher.
3. Do not use elevators

Emergency Evacuation Procedures

1. Assigned teacher(s) will direct the following procedures:
 - a. Secure breaks on the wheelchair
 - b. Remove restraints (seat belts, trays, foot straps)
 - c. Lift the wheelchair footrests
 2. The method used to transfer students covered under this policy will vary with each student. At the training session for the evacuation plan, the assigned teachers will be instructed in the proper method of transfer. A written description of this policy will then be attached to the student's IEP.
 3. Once on the main floor of the building, place the student in a wheelchair (stored in the Nurse's office).
 4. The student will be taken directly to an unlocked vehicle via a wing of the building deemed safe to enter by the fire department. This precaution is to limit outside exposure and lessen the chance of illness.
- After meeting with administrators and the fire chief, it was agreed that students with physical disabilities will not be evacuated during a practice or scheduled drill. This is done to prevent possible injury to students.
 - Each student has an individual evacuation procedure attached to his/her IEP.
 - Students who can walk unassisted are accompanied by the teacher whose class they are in at the time. Students unable to evacuate themselves will have assistance. Stairways are designated on each floor where students are to assemble for an evacuation. A team of teachers will also meet there to assist.

MEDICAL EMERGENCIES

INITIATING THE MEDICAL EMERGENCY RESPONSE TEAM

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Team Composition:

- Team size may vary depending on the size of the building. It is, however, recommended that the First Response Team have a minimum of 5 members, including the School Nurse and Health Para. Suggested members of the team could include the secretary, administrator, teacher and para.

Training Meetings:

- At least four members will be required to maintain current certification in CPR. This yearly renewal would be paid by the District. Team members will be required to attend an annual meeting for situational practices and review. In addition, there should be one emergency simulation per year to evaluate the team's response.

General Guidelines:

1. School Nurse or Health Para is called to area where help is needed.
2. School Nurse or Health Para will survey scene and notify secretary that the First Response Team is needed at a specific location.
3. Secretary will make an all-call using the building PA system requesting the First Response Team report to a specific area. "Medical Emergency Team please report to ____" x2
4. The secretary will call 911 if so directed by the school nurse or incident coordinator
5. Team members will be assigned specific duties by the school nurse or incident coordinator.
6. One team member will report directly to the health office to cover during the absence of the school nurse and health para. This person will become aware of where supplies are kept that may be needed at the emergency site.

Secretary Duties:

1. Activate the First Response Team when directed to.
2. If told to call 911, be specific regarding type of emergency and the location. Let them know that someone will be at the front door to meet them.
3. Call the School Nurse if not in the building and Nurse Assistant for the specific building:
 - Rachel Fitch 934-4210 Ext. 1009 or 507-479-9316 (Cell)
4. Call parents and alert to situation and whether 911 has been called or not. Find out which hospital and if they will be meeting the ambulance there.
5. Make 2 copies of emergency card.

MEDICAL EMERGENCIES GENERAL

ALWAYS REMEMBER “KEEP CALM”
“SURVEY THE SCENE FOR SAFETY”
“USE UNIVERSAL PRECAUTIONS”

UNIVERSAL PRECAUTIONS IS THE TREATMENT OF ALL BLOOD AND BODY FLUIDS AS IF THEY WERE INFECTED WITH A BLOODBORNE DISEASE.

1. Wear latex or vinyl gloves.
2. After giving care, do not touch your mouth, nose or eyes, or eat or drink until you have thoroughly washed your hands.

FIRST AID GUIDELINES

PROCEDURES FOR MEDICAL EMERGENCY

1. Do a primary survey of the scene and person. Look for a medical alert bracelet or necklace.
2. Check airway, breathing, and circulation-ABCs. Begin CPR if indicated.
3. Check for bleeding, start first aid.
4. DO NOT leave injured person unattended.
5. Determine the need for immediate medical attention and CALL 911. If during the school day, initiate FIRST RESPONSE TEAM.
6. DO NOT move the injured person, always suspect head/neck trauma.
7. Keep person warm, cover with a blanket.
8. DO NOT give liquids to an unconscious person.
9. Be supportive.
10. Keep crowd away, have others help.
11. Notify the school health office of an injury to any student, staff, or visitor on school grounds as soon as possible.

Medical Emergencies - Specific Scenarios

URGENT CARE DIRECTIONS

Look for a “Medical Alert” bracelet or necklace which will contain specific information pertaining to the individual.

A. Emergency care for serious accident and/or illness

- a. Render immediate first aid care.
- b. Do not move a seriously injured person unless it is necessary for safety reasons.
- c. Obtain help from school nurse or principal if on duty.
- d. Call for medical assistance if needed - dial 911.

NOTE: If injury or illness appears to be serious, call 911 and do not be concerned about protocol of contacting parents until after emergency care has arrived or even until person has been transported to a trauma center.

- e. Notify parent or guardian, if possible.
- f. If emergency vehicles are called, report the incident to the Superintendent of Schools in the District Office no later than the next school day.

B. Bee Sting

- a. Determine if person has a history of bee sting allergy.
- b. Remove the stinger from bee sting site. Apply ice.
- c. Contact nurse, principal, or parents as quickly as possible to determine if person is allergic to bee stings.
- d. If person is allergic, follow instructions of nurse, principal or parent.
- e. Give antidote injection if person has such equipment with them.
- f. If advice is not available, CALL 911 for help.
- g. Speed of action may be crucial for certain purposes.

NOTE: Do not wait for a “convenient” time to deal with a bee sting. Immediate action is required if a student is stung while in a vehicle. Call for help on the radio and follow instructions as to when and where to meet an emergency vehicle for assistance. Other passengers will have to wait until the emergency has been resolved.

C. Bleeding

- a. Follow blood borne pathogens protocol.
- b. Gently blot the wound to inspect for debris. If bleeding is severe, apply pressure on the wound. Apply a dry cold pack to the area around the wound.
- c. Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock.
- d. Get medical care for bleeding which cannot be controlled.

D. Cessation of Breathing/Choking Incidents

If victim can cough, speak and breathe, do not interfere. If the victim cannot speak or cough, uses the distress signal, or appears cyanotic (blue) from poor air exchange, proceed with the following:

- a. Stand behind victim with one foot beside the victim to support him/her.
- b. Wrap your arms around victim's waist.
- c. Make a fist, place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the xiphoid (breastbone).
- d. Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust.
- e. Repeat this action until the obstruction is cleared or victim becomes unconscious, lie on back, continue to attempt to clear airway with abdominal thrusts. Call 911.
- f. Once the airway is open, if the unconscious patient is not breathing, begin rescue breathing. Begin CPR if pulse is absent.

E. Convulsions/Epileptic Seizures

- a. Protect victim from injury but do not restrain. Support and protect the patient's head, being careful not to be hit or kicked. Following the seizure or if the patient vomits, turn their entire body onto their side. Do not force a blunt object between the victim's teeth. Do not give fluids. If breathing stops, give artificial respiration if trained in these techniques.
- b. Try to time how long the seizure lasts. If it lasts five minutes without stopping call 911.

F. Drowning

- a. Call 911. Inform 911 operator that a drowning has occurred at the School Pool. Instruct them to send emergency personnel to the southeast pool entrance off of Lincoln Drive.
- b. Send a responsible student to the nurse's office for assistance. Administer
- c. appropriate first aid and/or CPR. First aid kits are located in the nurse's office.
- d. Send a responsible student to meet the emergency personnel at the designated entrance to the building.
- e. Notify school principal as to the seriousness of the accident. The principal will notify the Superintendent of Schools.

G. Eye Injuries

- a. Chemical Burns
 - i. Flush the eye with a gentle stream of lukewarm water while holding the eye open. If only one eye is affected, turn the head so the injured eye is down. If both eyes are affected, tilt the head back and pour water onto the bridge of the nose. Flushing should continue at least 20 minutes. For acid/alkali burns, it may be necessary to remove jewelry and clothing which may be contaminated by the runoff. Ears may also become contaminated. Contact an optometrist or ophthalmologist and have the eyes examined.
- b. Penetrating Injuries of the Eye:
 - i. Do not remove the object or wash the eye. Cover both eyes loosely. Stabilize the object. Keep the victim quiet on his/her back.

H. Insulin Reactions

(NOTE: A student will not have a reaction if not on insulin therapy).

- a. Insulin Reactions occur when the blood sugar level is too low. Insulin and exercise lower blood sugar. Food raises blood sugar. Good control requires that these three factors be balanced. Insulin reactions occur because of:
- b. Strenuous exercise not covered by extra food or reduced insulin.
- c. Too much insulin.
- d. Symptoms - Watch for any of these sudden changes:

Pallor Hunger Headache Dizziness Inattentiveness	Irritability Blurred Vision Responses Inability to Concentrate	Crying Confusion Drowsiness Trembling Nausea	Excessive Perspiration Inappropriate Lack of Coordination

*If the reaction is not treated, unconsciousness or convulsions may follow.

Symptoms may vary, or may be absent. When in doubt, treat.

- e. Treatment-At first sign of any of the above symptoms, the child with diabetes must be treated at once.

- i. Give some form of sugar immediately. This can be 2 large sugar cubes; fruit juice (1/2 cup); pop (1/2 cup-not diet); candy (equivalent to 6-7 lifesavers); commercial products such as Glucose or Glucose tablets. The child may need coaxing to eat.
- ii. The child should improve within 10-15 minutes. Then give him/her additional food and have him/her resume normal school activities.
- iii. If the child does not improve, repeat the treatment. If there is still no improvement, call the parents for additional instructions. NOTE: Do not give liquids if unconscious. Do not send the child to the nurse's office or away from the classroom alone.

I. (Suspected) Neck or Spinal Cord Injury

- a. Contact the school nurse
- b. Maintain open airway.
- c. Do not move victim.
- d. Do not transport victim.
- e. Call 911.

J. Poisoning/Food Poisoning

- a. Identify poison.
- b. Call poison control at 1-800-764-7661. Follow instructions.
- c. If doctor is required, take poison and container to doctor with victim.

K. Food Poisoning

- a. Administer first aid, as needed.
- b. Notify School Nurse
- c. Call 911 or make appropriate medical referral.
- d. Call parent or guardian.
- e. Notify Nutrition Service Department.
- f. Building Administrator and staff will follow directives of medical authorities.

L. Shock

- a. Watch for cold, clammy skin, pale, bluish face, profuse sweating, weak, rapid pulse.
- b. Have person lie down.
- c. Maintain body temperature.
- d. Cover only enough to keep victim from losing body heat.
- e. Reassure and calm the victim

STAFF OR STUDENTS EXPERIENCING ANY OF THESE MEDICAL EMERGENCIES SHOULD BE EVALUATED FURTHER FOR MEDICAL CARE. THE EMERGENCY MEDICAL SERVICE, 911, SHOULD BE CALLED. NOTIFY PARENT/GUARDIAN OF THE STUDENT, OR NEXT OF KIN OF A STAFF MEMBER.

Asbestos Hazard

All inquiries should be directed to the District's designated person, the Director of Maintenance.

1. Asbestos Records - Each building has a file located in the office which contains all information relating to asbestos.
2. Yellow Asbestos Warning Sign - The presence of a yellow asbestos warning sign indicates a danger area which should not be entered without instructions and/or consent of the District's designated person noted above.
3. Friable Asbestos - Friable asbestos is evident when the asbestos is falling or appearing in a powder form. It is also friable when the material can be easily crumbled between a finger and thumb. When it appears that there is open friable asbestos, contact the designated person noted above.
4. Demolition of any Building or Part Thereof - Prior to any demolition of any building or portion of a building, the designated person noted above must be contacted to determine if there is any building material which contains asbestos.
5. Major Asbestos Incident - A major asbestos incident occurs whenever there is eminent exposure or removal of asbestos. Should such an incident occur, the designated person noted above shall be in charge of the project. The designated person shall have the authority to close the area and/or bundling to all public and employees until such time that air testing indicates the area may be safely entered.
6. Contact with the Media - In the unlikely event of any publicity regarding asbestos in the schools, response from and on behalf of the District shall be through the designated person noted above.

Other Hazardous Materials

1. Evacuate the area if indoors. In the event of an outdoor occurrence (i.e. overturned tanker, train derailment, chemical fire, broken fuel line), leave students in school, keep all doors and windows closed and turn off outdoor ventilation unit, unless otherwise instructed.
2. If burns or blisters are encountered during hazardous material contact:
 - a. Have someone call for ambulance - 911.
 - b. For chemical burns to skin or eyes, flush burn with large amounts of water (15 to 20 min).
 - c. If only one eye has been affected, flush from the nose outward to prevent contaminating the other eye.
 - d. Have victim take off any contaminated clothing.
 - e. Apply sterile dressing.
 - f. If extensive, have victim lie down with legs elevated EXCEPT FOR FACIAL BURNS.

- g. For extensive facial burns, sit or prop victim up. Observe for breathing difficulty.
- h. Do not immerse or apply ice water. Apply cold pack to hands, face or feet if necessary.
- i. Bandage loosely with dry, clean dressing.
- j. Don't put ointment or pressure on burn.
- k. Don't break blisters or remove pieces of cloth stuck to burn.

3. Call Operations & Maintenance Director

Seth Putz

507.934.1034

218.434.1149 (cell)

SCHOOL BUS ACCIDENTS

In the event of any vehicle accident, the following steps must be taken by the driver:

1. Stop immediately to investigate.
2. If necessary, evacuate the school bus to at least 100 feet and administer appropriate first aid.
 - a. Inform the students that they need to evacuate the bus from the emergency exits.
 - b. Remind the students to stay calm, and evacuate seat by seat, alternating sides.
 - c. Remind the students to leave books and other articles in the bus; their safety is much more important.
3. Select a responsible person to call 911 from a nearby phone. Advise 911 operator of any injuries and location.
4. Protect the scene of the accident and passengers by having someone direct traffic and set up flares or flags.
5. As soon as convenient, call Director of Transportation and report that there has been an accident and briefly describe the scene. The bus dispatcher will call the business office.

6. Insurance Information:

Police Officer's Name

Police Officer's Badge Number

Police Report Number

Police Department(s) Involved

From each party involved, obtain:

Driver's Name

Driver's Address

Driver's Phone Number

Insurance Company, Agent and phone

7. If it is known that a student receives an injury while on the bus or while getting on or off the bus, the following criteria shall be followed as to parental notification:
 - a. If the possibilities of injury or actual injuries occur needing medical attention and/or hospitalization, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
 - b. If an accident occurs where there are no injuries, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
8. If a school bus is involved in an accident, students will, if necessary, be taken to the doctor or hospital for diagnosis and/or treatment at the discretion of emergency personnel called to the scene.
9. Under the No Fault Insurance Law, all medical bills for students injured on the school bus are to be sent to the parent's automobile insurance company for payment. The parent's automobile insurance company is primarily responsible for medical payment in the event of injury in a motor vehicle.

PLEASE NOTE: It is important that we show courtesy and concern to all those individuals involved in an accident. It is inappropriate to discuss who may or may not be at fault. These matters are to be determined by the appropriate authorities.

Philosophical Statement

The Saint Peter Public Schools Plan of Action for Crisis Situations is intended as means to help meet, deter and/or prevent crisis situations which limit students' opportunities for learning. The plan is also designed to help address the psychological and emotional needs of students and staff, specifically during times of crisis. We will generally interpret crisis to mean:

1. Death of a student
2. Death of student's parent or sibling
3. Death of a school district employee
4. Suicide
5. A terminal illness which affects any student or employee
6. Any other tragedy of local concern/importance

By addressing the above situations we hope to assist, as best we can, our students and staff in coping with the tragedy productively by using a basic plan of action consisting of the following individuals:

- Principal
- Dean of Students (if applicable)
- Student Support Team (Counselors and/or Social Worker)
- District Nurse

Emergency Response Plan

1. Any district employee who has knowledge of a perceived crisis should contact the principal or designee. The principal should verify the situation and then call the Crisis Team to meet in the principal's office to identify the procedure to be followed and prepare a statement to be read by classroom teachers if necessary. The team will also decide the manner in which the deceased's personal belongings will be cared for.
2. The school staff, including non-certified members, could meet prior to contact with students. At that meeting they will be informed of the crisis and given all pertinent information. Staff will be notified of the meeting via the attached chart. In the event a crisis occurs during the school day, the Crisis Team will be assembled as soon as possible. Information will be communicated to each teacher as necessary.
3. Any statements to the press will be handled by the principal or designee. The secretarial staff will be made aware of who is in charge and will review procedures for handling requests or calls from parents, news media, etc.
4. Under most circumstances no large group assemblies will be held to inform students of the incident. Rather, students will be informed by their classroom teacher. A written statement to be read to each classroom may be made available at the staff meeting. The Crisis Team will decide which grade levels will be notified. Teachers are encouraged to handle all expressions of grief in

their class to the extent that they are comfortable. Discussion in the classroom should not “glorify: the situation, but be serious, frank and supportive. Facts should be stressed to diminish rumor and sensationalism. Classes will be run as routine as possible, however, teachers will be alert to identify “high risk” students. Teachers will be aware that the Crisis Team members are available to students and may allow students to leave class to access them. If death was by suicide, teachers should emphasize this tragedy as an error in judgment, and was a permanent solution to a temporary problem. Encourage students to talk about ways to cope with stress, including the stress of this event.

5. School social worker may be made available to an entire class if a student from that class is directly affected or if otherwise deemed necessary.
6. If necessary, at the close of the school day, staff members could meet to assess the situation, make plans for the next day, and identify high risk students to the Crisis Team. At this time outside student referrals and parent contacts will be reviewed.
7. As additional information becomes available, the Crisis Team will decide how it should be disseminated and by whom. One member of the Crisis Team will be responsible for gathering funeral arrangement information and for preparing details for student and faculty attendance at the visitation and funeral. Students are not encouraged to leave school to attend the funeral in the event of a suicide.
8. The Crisis Team may decide if outside professional help, such as Klein Funeral Home, The St. Peter Ministerial Association, Sioux Trails Mental Health Center, the St. Peter Clinic, and Nicollet County Social Services, is needed. The roles of these outside specialists may include:
 - A. Co-facilitators in student support situations
 - B. Expertise and assessment
 - C. Visiting classrooms of affected students
 - D. Support for teachers/staff
 - E. Referral for highly distressed individuals
9. The principal and a staff member who has been well acquainted with the student should make contact with parents, when appropriate, to express the school’s condolence. Visiting the family is encouraged.
10. On the day following the funeral, the Crisis Team may prepare a statement to be read by teachers to their classroom. This statement should express the support students and faculty have shown to each other and remind students that support staff remain available. After this statement, teachers should move towards closure while still allowing expressions of grief. Concern for high risk students should be reported to the support staff.
11. A faculty meeting may be held one week later to discuss the interventions which took place and to give the staff a time to reflect, offer support to each other, and offer suggestions to the Crisis Team.

12. The Crisis Team will carefully review all memorial requests made at school for the deceased.

Practices to Consider for Death by Suicide

1. Reduce guilt of survivors
2. Increase psychological distance between survivors and victims to prevent modeling of victim's behavior
3. Consult with media to down-play glamorization
4. Consult funeral directors
5. Avoid excess attention given to victim, e.g., dedication of yearbook or newspapers, large assemblies, in-school memorial service, canceling school, etc.
6. Establish appropriate support groups to deal with grief issues.

Events of Crisis on School Premises

1. Call 911 for emergency help
2. Isolate the area
3. The principal or designee will contact the proper authorities (sheriff, police, etc.)
4. Notify the parents
5. Prepare fact sheet for staff and disperse at the appropriate time
6. Make students aware of the facts judged to be appropriate

SUICIDE/DEATH - SCHOOL RESPONSE

I. INTRODUCTION

When a young person commits suicide, or suffers any kind of tragic death, the principal of a school is confronted immediately with serious problems; verifying what happened, containing the information, protecting the privacy of the family, helping students cope with the death, communicating beyond the school, bringing the resources of the community to bear on the problem, dealing with parents, and minimizing the possibility that other students may imitate the behavior and take their own lives. The first 48 hours are crucial.

II. SUGGESTED PROCEDURES

A. Building Administrator to establish crisis team.

1. Principal-Committee Chair	5. Significant teacher and/or staff
2. Administrators	6. Psychologist
3. Social Worker	7. Superintendent-District Spokesperson
4. School Nurse	

B. Steps to follow:

1. Team meets at earliest convenience to develop plan of action. Plan may include:
2. Protect privacy of family
3. Verify the death

4. Notify Superintendent (spokesperson)
5. Announce the death to students and staff
6. Make counselors available to students and provide rooms for students to meet in small groups
7. Contact community resources
8. Hold faculty meeting and identify students about whom faculty are concerned
9. NEXT DAY: Hold small group meetings with students - announce funeral arrangements

III. DETAILED EXPLANATION OF FIRST 48 HOURS (a - h above)

A. Protect privacy of family

- a. Contain the story and protect the privacy of the family. If the story is true, the family of the student has experienced a terrible loss. Respect for their privacy is important. Make up your mind right then not to refer to the death as a “suicide” and move to contain the story until it has been verified
- b. Direct the student who brings you the message not to repeat it to anyone. Explain that the information has not been verified. Even if it is correct, explain that it is important that the announcement comes from the principal in an appropriate and official manner. This will help to relieve undue distress.
- c. Instruct the secretaries and others in the office not to repeat anything that has been said or to give out any information until you have verified the report. Say, “I need your help. We must not allow news of this incident to get out of hand, and we must not use the word “suicide” in
- d. any conversation. We must protect the privacy of the family. If this has occurred, the family has suffered a terrible loss. Our first concern must be to do nothing that will be disturbing to the family.”
- e. Emphasize the Right to Privacy: Your initial response should be designed to protect the privacy of the family. If a student commits suicide, the family has suffered a tragic loss. The problems of the family take precedence over the problems for the school. The privacy of the family must be honored. The school must not report anything that might be perceived as degrading by the family involved. Suicide is a taboo in our society. Some families will have great difficulty accepting the fact that their child committed suicide and may go to great lengths to cover the fact that the death was a suicide. If the school announces that a suicide occurred, the family may be offended.

The final determination of whether a death is suicide is often a complex legal matter, regardless of notes that may have been left or other evidence discovered after the death. A coroner may rule the death an accident, despite the fact that much of the evidence suggests suicide. Coroners and police investigators are aware that insurance Considerations and emotional stability in the family may be involved. An official statement from the school that a student committed suicide may evoke protest from the parents. The school should restrict the flow of any information that may be damaging to the parents or other children in the family.

B. Verify Death

Verify the fact that the reported death did occur. Do not refer to the death as a suicide. Do nothing until you are positive that the information received is accurate, but do everything you can to verify the facts of the case. Make the calls yourself. Call the police or coroner if necessary. Hospitals usually will not give out information. Do not call the home.

If the death is verified, notify the superintendent immediately. If you are unable to verify the death quickly, notify the superintendent of developments and get back with more information as soon as you verify it.

You must verify the fact that a death occurred. If a student is reported to have committed suicide (or to have died in an automobile accident for that matter), the death must be verified. Further, if the death was a suicide, the fact of the suicide also must be verified, and that information must be handled with great care.

Information about the death may come into the school from many sources; from a child who lives next door to the deceased, from a student who overheard his father who is a police officer talk about the incident at home, or in some other way. Depending on what time of day the death occurred or when the body was discovered, the incident may have been reported on the evening television news or in the morning paper.

However, the initial information gets to you, you must verify the facts of the matter. Calls to the local police station or coroner will be important to determine precisely what happened. Be certain to whom you are talking, identify yourself as principal of the school, and maintain a log of all communications.

C. Notify Superintendent (official contact person)

1. Make no statement to any reporter. Do not inform reporters that you verified the fact that a death occurred.
2. Direct all reporters and camera crews to leave the building. Point out that adopted school board policy prohibits news media people inside the building during the school day.
3. Inform reporters that information will be available only from the office of superintendent of schools.
4. Do not allow the reporter to interview any student or staff member in the school or on the school grounds.

Implicit in the above scenario are several decisions by the principal, which stem from policies in place before the crisis occurred. Thus, the principal was able to act decisively and without delay. These

policies are discussed below.

5. Communicate: In the first few hours, communication from a single source is important. Refer all inquiries from outside the school to the superintendent of schools. One person from that office should serve as spokesperson for the district. Maintain close communication with that one person.

D. Announcing Death to Students and Staff - Share information with appropriate building staff

1. Inform teachers before school, or as soon as possible.
2. Call a brief staff meeting:
 - a. Share baseline of information
 - b. Discuss plan of action
 - c. Support
3. Each building will have a plan for notifying the staff in the event of a suicide on the weekend or during vacation. (See emergency calling tree for South Elementary)

When a suicide is reported, hold a meeting of the faculty as soon as possible. If it has to wait until the end of the day, give notice of the meeting early. As soon as you know the facts about the suicide, prepare a brief written announcement to be distributed to teachers, which they can read to students simultaneously to students throughout the school.

4. Formal Statement: Prepare a formal statement to be read aloud to students over the public address system in the school. Do not try to extemporize. If you do not read the announcement, it should be read by the person who typically makes announcements. Do not state that the death was a suicide. Do not call an all-school assembly to make the announcement, because questions could be raised and discussion develop that might cause the situation to get out of control. The statement to be read should say something like the following:

"We have just been informed that _____, a student in the _____ grade in this school, has died. The funeral arrangements have not been completed. As soon as we learn, we will let you know when the funeral will take place. Those of you who want to discuss your feelings about _____'s death may meet in Room _____, where you will receive further instruction."

E. Make counselors available to students and provide rooms for students to meet in small groups.

1. Counselors and nurse visit classrooms of the students to talk with students and answer questions.
2. Another counselor visits the classrooms of the siblings.
3. Establish a crisis room.
 - a. Staffed at all times
 - b. Teachers prepared to allow students access
4. Help students: Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandonment and rejection. The tendency to blame, common after any death, is always evidence following a suicide.

Attempted suicides and completed suicides also increase after stories about suicide appear in newspapers or on television. Imitation by adolescents is common, and teachers must be cautious about discussing suicide with any young person.

If you learn about the death late in the school day, do not allow the students or staff to leave the building without informing them about the death and offering help. Be prepared for the fact that students will stream into the halls after the announcement of a death crying or sobbing uncontrollably. Have a plan for students to meet with counselors and others to discuss the death.

Arrange meetings for students who may be deeply affected by the death. Meet in small groups. Do not allow peer counselors to conduct these meetings. Have a professional present in every room. Ask, "Are there any others who should be invited?" Encourage students to express their feelings. Recognize the various stages of bereavement and recovery; denial, anger, acceptance, and resolution. Help students work through these stages.

Avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do not dramatize the death, and do not dwell on the details of how the student took his or her life. Be as truthful as possible. Help students understand the importance of protecting the privacy of the family.

Teams should discuss staff and students who are at risk for reactions- i.e. those who may have experience recent personal loss-and determine a support system.

F. Contact Community Resources

Specify procedures for establishing contact with officials of local agencies, who may be called on for help. Designate a person who is responsible for initiating and maintaining contact with various community agencies.

Ask student personnel specialists from central office and others from the school and the community who are members of the School Crisis Network

(for example, clergy, counselors, psychologists, social workers) to assist you and your staff in working with students and parents.

- G. Hold faculty meeting after school (Day 1)
- H. Funeral (Announce funeral arrangements when they become known)
- I. Hold small group meetings for students (Day 2)
- J. Follow-up Plan
 - 1. Team should meet to determine if the following are needed:
 - a. Parent information session and how to meet students' concerns regarding the incident
 - b. Grief course
 - c. Grief groups for students
 - 2. Team members may want to visit with the family several weeks later.
- K. Do's and Don'ts Regarding Suicide

You must know what you are going to do before a suicide occurs.

- Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify the death in any way.
- Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have great impact-in positive or negative ways. The death of a young person from any cause is saddening, death by suicide is tragic. Emphasize that there are other options than taking one's own life.
- By the third day, try to get things back to normal. But be sensitive to the fact that certain students may have been profoundly affected by the death. These students need special help.

VANDALISM/BURGLARY

- A. When an act of vandalism or a break-in has been discovered, the following plans should be followed:
1. Do not enter the building; go to the nearest phone and call the police - 911.
 2. If you have entered the building and you find there has been a break-in, do not touch anything. Leave everything alone and call the police and wait for them to give you the orders to clean up or to make repairs.
 3. Notify the head building custodian.
 4. Notify the building principal/program supervisor.
 5. Notify the Maintenance Director.
 6. Notify the St. Peter Police Department.
- B. The custodial building head, working in conjunction with the maintenance department, should secure the building after the police or sheriff's office has completed their preliminary investigation and then should complete the cleanup and repair the damage as necessary. The building principal should compile an inventory of damage or stolen items and additional information relative to damage or loss must be reported to the Business Office on the approval vandalism form (sample attached).
- C. The maintenance director should summarize the event and develop repair and replacement cost estimates relative to building damage. This report should be submitted to the Business Office no later than 48 hours following the event (excluding weekends and holidays).

District Office Information No.	Police Case

INDEPENDENT SCHOOL DISTRICT #508
VANDALISM/BREAK-IN REPORT

School:	Date of Report:
Time & Date Problem Discovered:	
Time & Date Reported to Authorities (Use 911 only if emergency still exists):	
Time & Date Reported to Supervisor:	

PLEASE BE AS DESCRIPTIVE AS POSSIBLE

<i>Type of Vandalism:</i>

<i>Visible Damage:</i>

<i>Items Known To Be Missing:</i>

<i>Comments:</i>

Building Principal:

Maintenance Director:

STUDENT ELOPEMENT PLAN

Elopement is defined as a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task. Along with the following general guidelines, individual plans are developed for students on an as-needed basis. Please contact the principal for additional information.

In the case of an elopement, Saint Peter Public Schools will respond with the following procedure (or individual student plan on file).

Notifying office and staff:

- * Notify office with name and last location.
- * Office staff will notify all staff, "Code F.A.S.T. , (Student Name and Last Known Location)"
- * When student is located, contact office and all staff will be notified, "F.A.S.T cancelled."

Staff Assignments:

- * F.A.S.T (Free/Available Staff Team) team: Student support services, administration, attendance secretary, all other available staff members.
- * All staff will look in their classrooms, outside their windows and immediate hallway areas.
- * The F.A.S.T. (Free/Available Staff Team) group should report to the office immediately, person designated as the "Main Contact" will form 3 search groups.
- * Group 1 - will search 3rd floor restrooms, work areas, hallways, and unoccupied classrooms.
- * Group 2 - will search 2nd floor restrooms, workrooms, nurse's office, and hallways, and unoccupied classrooms.
- * Group 3 - will search 1st floor restrooms, gym/stage areas, and cafeteria
- * Group 4 - will search outside perimeter of the building
- * Any staff member that locates student should communicate with the main contact person immediately.

Who/when to notify police and parent(s):

- * Principal is responsible for police and parent notification.
- * In the event that the student is unaccounted for and his/her location is still unknown after F.A.S.T search, police liaison/police station should be called and parents notified at that time.
- * In the event that the student has eloped and it is known that the student is outside the school building, police liaison/police station should be called IMMEDIATELY and parents notified at that time.
- * Parental notification of ANY wandering incident is required, including incidents where the student may have wandered within the building and will be done by the principal or his/her designee.



ADDENDUM

Regular Board Meeting Wednesday, August 19, 2026 SPCC-Governor's Room 5:00 PM

VII. ACTION ITEMS

4. AGENDA ITEM #4

Subject: Consider Approval of Changes to the 2026-2027 Mobile Device Handbook

Action: Requires a Motion

Background: Technology Director Gus Sorbo reviewed and updated the Mobile Device Handbook for the 2026-2027 school year. A memo outlining the changes is included in your packet.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend approval of the 2026-2027 Mobile Device Handbook as presented.



TO: Jon Graff, Superintendent
FROM: Gus Sorbo
DATE: 8/14/26
RE: 26-27 Device Handbook

There are no changes to the Device Handbook this year except to adjust damage costs to reflect this year's prices.



ISD 508

Saint Peter Public Schools

1:1 Device Handbook

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[Student Responsibilities](#)

[Receiving Your Mobile Device](#)

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[Damage, Theft, Repair](#)

[SPPS Mobile Device Maintenance Plan](#)

[1-to-1 Guidelines and Agreement](#)

Overview

Through the Saints Digital Learning Initiative, Saint Peter Public Schools continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience. The Saints Digital Learning Initiative will provide students and teachers modern technology tools to enhance teaching and engage students in the skills necessary for them to achieve success in the 21st Century.

The Saints Digital Learning Initiative will provide modern tools to assist teachers to enhance our high-quality instruction and rigorous learning experiences for students in ways that cannot be achieved using traditional tools and materials. By utilizing mobile devices, such as iPads and Chromebooks, teachers are enabled to more effectively engage different types of students, because the resources for learning are in the hands of the learner. Face-to-face learning experiences will be enhanced by mobile devices through increased student engagement and new opportunities that empower students to become self-motivated learners and develop positive digital citizenship skills.

All students will be issued a mobile device through a 1-to-1 digital learning program that will provide each student a personal learning tool that can be adapted to various courses and learning experiences. Our 1-to-1 digital learning program will provide students new opportunities for authentic experiences to develop the skills and strategies for using emerging digital tools that they will need to be prepared to achieve success in college and careers after high school.

This is an exciting time for our school, and we look forward to working with our students and families to further enhance the educational experience at Saint Peter Schools. Please contact us if you have any questions. We are here to help.

Dr. Graff
Superintendent
Saint Peter Public Schools

Gus Sorbo
Director of Technology
Saint Peter Public Schools

Student Responsibilities

- A. Students are expected to use the mobile device appropriately for educational purposes and follow all classroom procedures set by their individual teachers.
- B. Students are expected to have their mobile device in school each day with a fully charged battery. Forgetting the mobile device or having a dead battery are not acceptable reasons for failing to complete work or turn in assignments. Charging stations are available in the media center and/or some classrooms for students who need a recharge during the school day or for students who do not bring their mobile device home. Repeated failure to bring the mobile device to school or failing to charge the battery may result in the loss of home privileges.
- C. Students are responsible to download to the mobile device any necessary documents, assignments, apps, and/or materials from their teachers. If a family does not have wireless access at home, students must do this before school, during the school day, or after school.
- D. Students may load photos and videos on their mobile device as long as all content complies with the District's Internet Acceptable Use and Safety Policy. The use of music on the mobile device during instructional time is at the discretion of the classroom teacher. The presence of inappropriate music, photos, or videos may result in the loss of the mobile device and/or other disciplinary actions.
- E. If non-conforming apps or software are discovered on the mobile device, the mobile device will be restored to the school set of software and disciplinary actions may be enacted. Technology staff are not responsible for saving, restoring, or backing up documents, music, videos, or photos that students store on the mobile device.
- F. Students are encouraged to store documents, worksheets, notes and other files on their mobile device, and are responsible for backing up or saving all work. Students are encouraged to either email documents to themselves as a backup or use their school Google Drive account.
- G. Students attempting to hack or jailbreak the mobile device will be subject to disciplinary action.
- H. Students are not allowed to personalize the case provided by the school. If students wish to provide their own case and personalize it, the case must be approved by technology staff and the case provided by the school must be returned.
- I. Student mobile devices are not configured to print. Students are encouraged to use email and cloud-storage solutions to transfer documents to their instructors.
- J. Students will use their Saint Peter Schools managed AppleID and school issued Google account on district owned devices.

Receiving Your Mobile Device

Mobile devices that are taken home will be distributed to students once their families have reviewed the Mobile Device Loan Agreement. In addition to accepting the Mobile Device Loan Agreement, families will determine if they will opt for the District Mobile Device Maintenance Plan or take full responsibility for the repair/replacement of the mobile device if damaged, requires non-warranty repair, is lost, or stolen.

Under normal school conditions, students in grades EC - 12 may have take home privileges and their devices will be stored at the school (determined by each building).

If devices are kept at school: The families will not be responsible for device maintenance or repairs, unless the student intentionally damages the mobile device.

If devices are sent home with students: Students with take home privileges will need to sign the Mobile Device Loan Agreement and decide if they will opt in to the Device Maintenance Plan. Students will receive their devices during the first week of classes.

Under distance or hybrid learning conditions, all students will have take home privileges. All families will have to agree to the Device Loan Agreement and decide if they will opt in to the Mobile Device Maintenance Plan before the device is issued to the family. Each building or program will communicate with families how and when devices will be distributed.

Mobile Device Returns / Fines

Individual school mobile devices and accessories must be returned to the designated location within your child's school at time of collection. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment with Saint Peter Public Schools for any other reason must return on the date of withdrawal their individually issued school mobile device, district provided case (if applicable), cord, and charger in damage-free, working condition.

If a student fails to return the mobile device and accessories (case, cable, power adapter charging brick, etc.) at the end of the school year or upon termination of enrollment within Saint Peter Public Schools, the student's Infinite Campus account will be charged the replacement cost of the mobile device and any related accessories. District mobile device serial numbers have been registered with Apple's Device Enrollment Program servers or Google Management Console and may only be activated with a valid Saint Peter username and password.

Furthermore, students will be responsible for any damage to the mobile device, consistent with the District's Mobile Device Maintenance Plan and must return the mobile device and accessories to the designated location within your child's school in satisfactory condition upon the end of the school year.

Using Your Mobile Device at School

Mobile Devices Left at Home

If students leave their mobile device at home, they are responsible for getting the coursework completed as if they had their mobile device present.

Mobile Device Undergoing Repair

When a mobile device is damaged and returned to the school for repair, following the payment of any damage repair or replacement fees, during the regular school year a replacement mobile device will be issued in its place. Mobile Devices that are fully functional but may have cosmetic damage such as bends, dents and scratches may not be immediately repaired.

Charging Your Mobile Device's Battery

Mobile devices must be brought to school each day adequately charged to work throughout the school day. Students need to charge their mobile device each evening by plugging them into an electrical wall outlet only. Lay the mobile device flat while charging and avoid locations that may create trip hazards. Do not charge the mobile devices from a computer port.

Sound, Music, Games, or Programs

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Apps installed on mobile devices must be approved and installed by a member of the Saint Peter Public Schools Technology Department or building designee.

Home Internet Access

Students are allowed to set up wireless networks on their mobile device. This will assist them with mobile device use while at home. However, the District Acceptable Use Policy (ISD 508 Policy 005.83) must be followed while at home, using a district owned device.

Saving to the Device/Submitting Work

Email and Productivity apps: Most mobile device productivity apps support the ability to open and edit email, word processing, documents, presentations, spreadsheets, PDFs, images, or other common file types. Students and teachers can exchange course-related files through their district- provided email and our learning management system accounts.

Cloud-Based Services: Students also have a school provided Google Drive account to store files and back up work.

Network Connectivity

Saint Peter Public Schools makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, the District will not be responsible for lost or missing data.

Settings and Operation

Circumvention of Managed Settings

All student mobile devices are provisioned by the Technology Department for the purposes of initializing and managing all mobile devices in a secure and organized fashion. Any attempts by students to circumvent any district management settings through software restoration, Chrome or iOS setting manipulation, remote proxy settings or jailbreaking will result in the confiscation of the mobile device and/or disciplinary action.

Inspection

Students may be selected at random, at any time, to provide their mobile device for inspection.

Procedure for Re-Loading Software

If technical difficulties occur, the mobile device will be restored to factory settings. This approach minimizes the “down time” for use of the device during the instructional day. The school does not accept responsibility for the loss of any software or documents deleted due to a re-format and re-image. It is recommended to have all data backed up to Google Drive at all times. iCloud backup may be used for students with their managed Apple IDs. Students should be able to recover files they have saved to these cloud storage services. Apps remain associated with the student’s profile and may be downloaded from the Mosyle Manager app on the iPad or Chrome Web Store on Chromebooks. In addition, depending upon the nature of the issues, potential consequences for issues caused intentionally to one’s own or another’s issued iPad may result in confiscation of the iPad with usage allowed only during the school day.

Acceptable Use

The use of Saint Peter Public Schools technology resources is a privilege, not a right. The privilege of using the technology resources provided by the district is not transferable or extendable by students to people or groups outside the district and terminates when a student is no longer enrolled in Saint Peter Public Schools. This Mobile Device Handbook and ISD 508 Policy 524 are provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this document or the Acceptable Use of District Technology (ISD 508 Policy 524), privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Saint Peter Public

Schools' Student Discipline policy (ISD 508 Policy 007.2) shall be applied to all student infractions. Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

Parent Expectations

- A. Parents are required to sign the Saint Peter Public Schools 1:1 Guidelines and Agreement Form found at the end of this handbook or agree to terms through an online approval form. Parent signatures allow students to take mobile devices off campus. Parents are not required to sign for a student issued mobile device that does not leave school.
- B. Parents are asked to support the acceptable use of mobile devices by communicating with their student about the standards of appropriate content and helping to monitor the use of the mobile device at home.
- C. Parents are asked to assist their student in communicating report theft or damage.
- D. Parents are encouraged to become familiar with the mobile device and use it to track their student's progress. The mobile device allows parents and students to view class assignments, calendars, homework and monitor progress in classes.
- E. Parents are asked to ensure that only the student and parents use the school-assigned mobile device.

Additional things to review with your child:

- Anything they do or post online creates a digital record, often called a "Digital Footprint." Nothing online is totally private, even if it is intended to be. Once digitized, it can be saved, sent and reposted elsewhere, even without permission or knowledge.
- A good rule of thumb: If you don't want a parent, teacher, principal, future employer or college admissions office to know something, don't post it online. Set up some sort of test question to frequently ask your child, such as "Would Grandma approve?"
- "Friends" aren't always who they say they are. Encourage your child to only be friends online with friends they know in person. Never give access to personal information to people met online.
- Never post personally identifiable information online. This includes: full name, address, phone number, email, where you are meeting friends or where you hang out. Discuss with your child how easy it is for someone to find you based on what you post online.
- Regularly check your child's privacy settings on all commonly used sites and networks. Ignoring privacy settings on social networking sites such as Facebook or Twitter means your child's photos, contact information, interests, and possibly even cell phone GPS location could be shared with more than a half-billion people.
- Cyberbullying (threatening or harassing another individual through technology) is a growing concern. It takes many forms, such as forwarding a private email, photo, or text

message for others to see, starting a rumor, or sending a threatening or aggressive message, often anonymously. Talk with your child about not partaking in this behavior and encourage her/him to report incidents of cyberbullying to an adult.

Terms and Conditions

- A. Mobile devices are distributed once the 1:1 Guidelines and Agreement Form has been signed and received by Saint Peter Public Schools.
- B. Legal ownership of the mobile device remains with the District. The use of the mobile device is a privilege extended to students and is conditioned upon compliance with the requirements of this handbook, the District's Internet Acceptable Use and Safety Policy, and all other District policies.
- C. Mobile devices and accessories are checked in at the end of each school year. Students who graduate early, transfer, withdraw or are expelled are required to return the mobile device and accessories at the time of withdrawal. Students returning to school the following year are issued the same mobile device that was previously assigned to them.
- D. The District reserves the right to repossess the mobile device and accessories at any time if the student does not fully comply with the terms of this handbook. The District may also choose to limit and/or withdraw home use privileges for failure to comply.
- E. Failure to return the property in a timely fashion may result in the involvement of law enforcement.
- F. Due to the need to comply with licensing agreements, all software and apps are managed by the school district.
- G. Mobile devices are subject to routine monitoring by teacher, administrators, and/or technology staff. Users have no expectation of privacy when using District equipment or technology systems.
- H. If technical difficulties arise with a mobile device, or non-conforming content is discovered, the mobile device will be restored by technology staff. If the school is required to restore an mobile device, the school is not responsible for the loss of any content added to the mobile device by the student.
- I. Each mobile device has identifying labels, which must not be removed or altered. Students are not allowed to permanently mark the mobile device or case.
- J. The use of the mobile device during instructional times is governed by classroom teachers. Failure to follow the instructions of the teacher may result in disciplinary action.
- K. The mobile device may ONLY be used by the student to whom it is assigned or by the parents of the student. Students are not allowed to loan the mobile device to another student.
- L. Students are responsible for the security of the mobile device at all times. The mobile device should never be left unsecured. When not with the student, the mobile device

should be secured or stored in a locked location out of view. During after-school activities and/or away events, students are still responsible for securing the mobile device.

- M. Students should keep personal information about themselves and others off of the mobile device. Password security for network systems should be maintained, as should the privacy of locker combinations. It is the responsibility of the student to keep his or her information secure.

General Care Instructions

- A. Screens are to be cleaned with a soft, clean cloth. Chemical cleaners or liquids, including water, should not be used on the iPads.
- B. Mobile devices must be kept in the protective cases at all times.
- C. Mobile devices are not designed to have weight placed on top of them. Students should never stack items on top of a device or wedge the device tightly into a backpack or case. The device case should not be used as a folder to carry other items, including any sharp or pointed items such as pens or pencils.
- D. Mobile devices are easily damaged by liquids, food and other debris. Mobile devices should be closed in cases and put away during meal and snack times.
- E. Mobile devices are not to be exposed to extreme temperatures. Devices are not to be left in any location where the temperature falls below freezing or exceeds 95 degrees Fahrenheit. If the device is cold, it must be warmed up to room temperature before use. Devices exposed to direct sunlight or high temperatures must cool down before use.
- F. Battery life is shortened by using Wi-Fi, Bluetooth, a high screen brightness, and video. Students will learn management settings and apps to improve battery performance.

Where can students and parents learn more?

- Student use many Google tools to collaborate and produce work
 - Google Education: <https://edu.google.com/>
- Guide to digital safety/citizenship
 - Common Sense Media: <https://www.commonsensemedia.org>
- Frequently asked questions can be found on the school website.

Damage, Theft, Repair

- A. Damage or hardware issues must be reported immediately to school personnel. For cases of hardware failure or accidental damage, a loaner will be provided for the student throughout the repair/replacement process.
- B. Students/parents are responsible for the full cost of any willful, negligent or intentional damage to the mobile device. Failure to pay for willful, negligent or intentional damage will be turned over to law enforcement.
- C. Students who leave Saint Peter Public Schools during the school year must return the mobile device, along with any other accessories, at the time they leave. The mobile device and all accessories should be returned to the Technology Department Staff.
- D. Theft must be reported immediately. Parents and/or students are required to complete a theft report through the local police department.
- E. Tracking software may be used to locate and recover missing iPads.

SPPS Mobile Device Maintenance Plan

Saint Peter Public Schools recognizes that with the implementation of our digital learning initiatives there is a need to protect the investment by both the District and the Family. The participation cost for those opting to enroll in the Mobile Device Maintenance Plan is \$25.00 per student. The family must opt in to the maintenance plan before a student is issued a mobile device to get coverage.

The Mobile Device Maintenance Plan provides coverage for non-warranty repair, accidental damage (drops), cracked screens, power surges, theft (with filed police report), vandalism by others, fire, flood and other natural disasters. The \$25.00 school year fee payment is nonrefundable. The Mobile Device Protection Plan does not cover lost devices, intentional damage –OR– stolen, lost or damaged charging cables, power adapter charging “bricks,” or cases. To purchase, login to the Infinite Campus Parent Portal and go to “School Store”.

INTENTIONAL DAMAGE

Students/parents are responsible for full payment of intentional damages to their mobile device or accessories, or intentional damage to the mobile device or accessories of others. The School District Mobile Device Maintenance Plan DOES NOT cover intentional damage to the mobile device or accessories. This includes any damage to the mobile device while the case is not appropriately on the mobile device, or while in a case that itself is damaged and not offering full protection to the device.

Comparison of Costs (estimated - damage fees are assessed on a case by case basis)

Damage Type	Maintenance Plan	No Maintenance Plan
Cracked Screen (Non Touch - Chromebook)	\$0 - First occurrence \$40 - Additional occurrences	\$40
Cracked Screen (Touchscreen - Chromebook)	\$25 - First occurrence \$80 - Additional occurrences	\$80
Chromebook Charger	\$0 First Replacement \$15 Additional replacements	\$15
Keyboard Damage (Chromebook)	\$0 First occurrence \$40 Additional occurrences	\$40
Lost Device (based on age)	\$229-\$279 - NT Chromebook \$269 - TS Chromebook	\$229-\$279 - NT Chromebook \$269 - TS Chromebook
Complete replacement due to accidental damage (based on age)	\$129-\$179 - NT Chromebook \$169 - TS Chromebook	\$229 - \$279 - NT Chromebook \$269 - TS Chromebook
Intentional damage	Full repair/replacement cost	Full repair/replacement cost

Please sign and return this page to Saint Peter Public Schools
There is also an online agreement form on the school website

Saint Peter Public Schools

1-to-1 Guidelines and Agreement

Access to the technology in the Saint Peter Public School District has been established for educational purposes. The use of the Saint Peter Public School District's electronic technologies is a valued resource to our community. All electronic technologies must be used in support of the educational program of the District. This access may be revoked at any time for abusive or inappropriate conduct related to the use of electronic technologies.

Failure to comply with the District's Bullying Policy, Acceptable Use and Internet Policy (005.83), and the guidelines stated in the Saint Peter 1:1 Learning Handbook for care and use of the mobile device may result in the loss of privilege to take the mobile device home or use the mobile device in general.

The mobile device is the property of Saint Peter Public Schools and as a result may be seized and reviewed at any time. The student should have NO expectation of privacy of materials found on an iPad or Chromebook.

STUDENT

I have read all the policies and guidelines in the Saint Peter Public Schools 1-to-1 Guidelines and Agreement document and understand my responsibilities as a student:

Student name:

Student signature:

Date:

PARENT

I/we have read all the policies and guidelines in the Saint Peter Public Schools 1-to-1 Guidelines and Agreement document and understand my/our responsibilities as a parent:

Parent name:

Parent signature:

Date:



ADDENDUM

Regular Board Meeting Wednesday, August 19, 2026 SPCC-Governor's Room 5:00 PM

VII. ACTION ITEMS

5. AGENDA ITEM #5

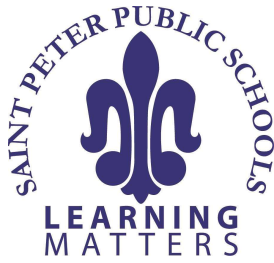
Subject: Consider Approval of Adult Meal and Second Entrée Prices for 2026-2027

Action: Requires a Motion

Background: Each year, the Federal Government and MDE provide direction to school districts participating in the school breakfast and lunch programs regarding meal pricing. The Minnesota Legislature has taken action to provide one free breakfast and one free lunch to each student in Minnesota. Based on MDE guidance, it is recommended that we adjust our Adult Meal and Second Entrée Prices for the 2026-2027 school year. It is also the recommendation of Emily Craig, the Food Service Director, to slightly increase rates for both breakfast and lunch second entrées and milk based on increased costs of goods. A memo providing the specific recommendation for these changes is included in your packet.

Presentation: Business Manager, Megan Gracia

Options/Recommendation: I recommend your approval of adult meals, second entrée, and milk prices for 2026-2027 to be set as presented.



TO: Superintendent Jon Graff
School Board Members

FROM: Megan Gracia, Business Manager

DATE: July 31st, 2026

RE: FY27 Adult Meal and Second Entrée Prices

Adult Meal Prices

Each year, the school district is required to establish breakfast and lunch prices for adults. MDE determines a required minimum price each year that the district must meet or exceed. Their calculation is based on state and federal reimbursement rates as well as the national average per meal value from the USDA. The adult meal prices have been released by MDE and at this time, we recommend the Board accepts them as the rates for our District.

	<u>FY25 SPPS Rates</u>	<u>FY26 SPPS Rates</u>	<u>FY27 Preliminary SPPS Rates</u>
Breakfast	\$2.40	\$2.50	\$2.55
Lunch	\$5.00	\$5.05	\$5.30

As a reminder, because of the MN Free School Meals Program that has been implemented, all students will receive their first breakfast and lunch free of charge. However, if a student purchases a second full breakfast or lunch, the District is required to charge them at the adult meal prices listed above.

Second Entrée Prices

Annually, the school district must evaluate the prices charged to students for a second entrée to ensure that the cost of these purchases is entirely borne by the student and not subsidized with state or federal funding. (Unlike the rates above, these entrée rates are if the student only receives one or two items and not a full meal.) It is the recommendation of Emily Craig, the Food Service Director, to slightly increase rates for both breakfast and lunch second entrees based on increased costs of goods. We are in support of her recommendation.

	<u>FY23 Rates</u>	<u>FY24 Rates</u>	<u>FY25 Rates</u>	<u>FY26 Rates</u>	<u>FY27 Rates</u>
Breakfast (2 nd Entrée)	\$1.00	\$1.50	\$1.50	\$1.50	\$1.75
Lunch (2 nd Entrée)	\$1.50	\$2.00	\$2.00	\$2.00	\$2.25

Milk Prices

Similar to above, Emily Craig recommended a slight increase in the milk price that we agree with. Note: If a child brings in a cold lunch and receives just a milk from the District, per MDE, we are required to charge them for that milk since they are not getting a full, reimbursable meal.

	<u>FY24 Rates</u>	<u>FY25 Rates</u>	<u>FY26 Rates</u>	<u>FY27 Rates</u>
Milk	\$0.35	\$0.40	\$0.40	\$0.50



ADDENDUM

Regular Board Meeting Wednesday, August 19, 2026 SPCC-Governor's Room 5:00 PM

VII. ACTION ITEMS

6. AGENDA ITEM #6

Subject: Consider Approval of the Verizon Lease Agreement

Action: Requires a Motion

Background: The District owns the tower on SPMS's campus located adjacent to Floyd B. Johnson Stadium. Verizon leases the tower to support its cell equipment. The current lease expires on June 30, 2030. Verizon has presented the district with an amended lease agreement to go into effect on July 1, 2030.

Summary of updated agreement:

- 5 year term commencing on July 1, 2030
- Automatic renewal of 4 consecutive five year terms (20 years)
- \$30,000 annual payment
- 4% increase each year for the duration of the agreement

When presented for approval at the July 15 board meeting, members requested further clarification regarding the district's liability in the event of a catastrophic tower failure. Superintendent Graff contacted Verizon to address these liability questions. The Business Committee reviewed the updated information at its August 12 meeting and recommended approval.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your approval of the amended lease agreement with Verizon.

SEVENTH AMENDMENT TO ST. PETER TOWER LEASE AGREEMENT

This Seventh Amendment to St. Peter Tower Lease Agreement (“Seventh Amendment”) is made, and shall be effective, as of the last date of the signatures below (“Effective Date”), between the Independent School District 508, Saint Peter, Minnesota (“LESSOR”), and Alltel Corporation d/b/a Verizon Wireless (“LESSEE”). LESSOR and LESSEE (or their predecessors in interest) entered into that certain St. Peter Tower Lease Agreement dated July 12, 1995, as may have been previously amended and/or assigned, (the “Agreement”), pursuant to which LESSEE is leasing or licensing from LESSOR a portion of that certain property located at 100 Lincoln Drive, Saint Peter, MN 56082, as more particularly described in the Agreement. LESSOR and LESSEE may be referenced in this Seventh Amendment individually as a “Party” or collectively as the “Parties.”

In consideration of the mutual covenants and promises contained in this Seventh Amendment, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged by the Parties, the Parties agree to amend the Agreement as follows:

1. Term. Notwithstanding anything contained in the Agreement to the contrary, the Agreement shall expire on June 30, 2030. Commencing on July 1, 2030, the Agreement shall be extended for five (5) years (“Initial Extension Term”). The term of the Agreement shall thereafter automatically extend for four (4) additional terms of five (5) years each (each, an “Additional Extension Term”), unless LESSEE terminates the Agreement by giving LESSOR notice of such termination at least 30 days prior to the expiration of the Initial Extension Term or then-current Additional Extension Term.

2. Rent. Commencing on July 1, 2030, the annual rent shall be \$30,000.00 to be paid annually, in advance to LESSOR or such other person as LESSOR may designate in writing at least 30 days in advance of any rental payment date. Beginning on July 1, 2031, the annual rent shall increase by 4% over the annual rent then in effect and by 4% over the then current annual rent on each one-year anniversary of July 1, 2031 thereafter.

3. Rent Credit. This Seventh Amendment provides for a reduction in rent, effective July 1, 2030. The Parties acknowledge and agree that LESSEE shall be entitled to a credit in the event of any overpayment of rent resulting from said reduction in rent. Such credit shall be applied against LESSEE’s rent due under the Agreement.

4. Notice Address. The notice address for LESSEE in the Agreement is hereby amended as follows:

If to LESSEE: Verizon Wireless Basking Ridge Mail Hub
Attn: Legal Intake
One Verizon Way
Basking Ridge, NJ 07920

5. Continued Effect. Except as amended hereby, all of the other terms and conditions of the Agreement shall remain in full force and effect. In the event of a conflict between any term

and provision of the Agreement and this Seventh Amendment, the terms and provisions of this Seventh Amendment shall control. In addition, except as otherwise stated in this Seventh Amendment, all initially capitalized terms shall have the same respective defined meaning stated in the Agreement. All captions are for reference purposes only and shall not be used in the construction or interpretation of this Seventh Amendment.

6. Ratification and Reaffirmation. LESSOR and LESSEE do hereby ratify, reaffirm, adopt, contract for and agree to be, or continue to be, bound by all of the terms and conditions of the above-referenced Agreement. Except as modified by this Seventh Amendment, all of the terms and conditions of the Agreement are incorporated by reference herein as if set forth at length. It is acknowledged and agreed that the execution of this Seventh Amendment by the Parties is not intended to and shall not constitute a release of either Party from any obligation or liability which said Party has to the other pursuant to the Agreement.

[SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, this Seventh Amendment is effective and entered into as of the date last written below.

LESSOR:

Independent School District 508, Saint Peter, Minnesota

By: _____

Name: _____

Title: _____

Date: _____

LESSEE:

Alltel Corporation d/b/a Verizon Wireless

By: _____

Name: _____

Title: _____

Date: _____



ADDENDUM

**Regular Board Meeting
Wednesday, August 19, 2026
SPCC-Governor's Room
5:00 PM**

VII. ACTION ITEMS

7. AGENDA ITEM #7

Subject: Consider Policies for Approval with a Single Reading

Action: Requires a Motion

Background: The following policies were reviewed by the Policy Committee as a part of the district's regular review cycle. Because minor or no changes are recommended, the committee is recommending approval with a single reading.

- **Policy 201:** Legal Status of the School Board
 - No changes recommended
- **Policy 202:** School Board Officers
 - No changes recommended
- **Policy 203:** Operation of the School Board - Governing Rules
 - No changes recommended
- **Policy 204:** School Board Meeting Minutes
 - No changes recommended
- **Policy 530:** Immunization Requirements
 - Minor technical updates

Presentation: Policy Review Committee
Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your approval of policies 201, 202, 203, 204 and 530 in a single reading.

Adopted: _____

Revised:

Policy 201
Orig. 1995
Rev. 2022

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

"School board" means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

- A. The membership of the school board consists of six elected directors, or seven if the school board has submitted the question to the electors and a majority have approved a seven-member school board. The term of office is four years.

[Note: This number may be different for combining or consolidating school boards that are in a transition period.]

- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.
- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

- A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.

- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. The school board, among other duties, shall perform the following in accordance with applicable law:
1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
 2. conduct the business of the schools and pay indebtedness and proper expenses;
 3. employ and contract with necessary qualified teachers and discharge the same for cause;
 4. provide services to promote the health of its pupils;
 5. provide school buildings and erect needed buildings;
 6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
 7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
 8. employ and discharge necessary employees and contract for other services;
 9. provide for transportation of pupils to and from school, as governed by statute; and
 10. procure insurance against liability of the school district, its officers, and employees.
- F. The school board, at its discretion, may perform the following:
1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
 2. furnish school lunches for pupils and teachers on such terms as the school board determines;
 3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
 4. lease rooms or buildings for school purposes;
 5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
 6. authorize cocurricular and extracurricular activities;
 7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
 8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 123B.23 (Liability Insurance; Officers and Employees)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and
Nonschool Purposes; Closings)
Minn. Stat. § 123B.85 (Definitions)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233 (1924)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the School Board -Governing
Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

202 SCHOOL BOARD OFFICERS

I. PURPOSE

The purpose of this policy is to delineate the responsibilities of the officers of the School Board.

II. GENERAL STATEMENT OF POLICY

- A. The school board shall organized by selecting a chairperson, vice chairperson, a clerk, and a treasurer.
- B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

III. ORGANIZATION

The School Board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chairperson, vice chairperson, treasurer, and clerk.

- 1. These officers shall hold office for one year and until their successors are elected and qualify.
- 2. The persons who perform the duties of clerk and treasurer need not be members of the School Board.
- 3. The School Board, by resolution, may combine duties of the officers of clerk and treasurer in a single person in the office of business affairs.

IV. OFFICER'S RESPONSIBILITIES

A. Chair

- 1. The chair, when present, shall:
 - a. preside at all meetings of the school board
 - b. co-sign all orders upon the treasurer for claims allowed by the school board,
 - c. represent the school district in all actions, and
 - d. perform all duties a chair usually performs.
- 2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the School Board, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

B. Treasurer

- 1. The treasurer shall:
 - a. make all reports which may be called for by the school board; and

b. perform all duties a treasurer usually performs.

C. Clerk

1. The clerk shall:

a. Draw and sign all orders upon the treasurer for the payment of money for bills allowed by the School Board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.

b. Perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

c. Perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

d. Perform all other duties as required by law or statute.

D. Vice-Chair

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.

Legal References: Minn. Stat. § 123B.12 (Finance)
Minn. Stat. § 123B.14 (Officers)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)
Minn. Stat. Ch. 205A (School District Elections)

Cross References: Policy 101 (Legal Status of the School District)
Policy 201 (Legal Status of the School Board)
Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted: _____

Revised:

Policy 203
Orig. 1995
Rev. 2009

203 OPERATION OF THE SCHOOL BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

II. GENERAL STATEMENT OF POLICY

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

III. RULES OF ORDER

Rules of order for school board meetings shall be as follows:

- A. Minnesota statutes when specified;
- B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and
- C. *Robert's Rules of Order* (latest edition) where not inconsistent with A. and B., above.

[NOTE: The editions of Robert's Rules of Order differ, so specifying the edition used is important.]

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (Boards of Independent School Districts)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)

Cross References: None

Adopted: _____

Policy 204
Orig. 1995

Revised: Rev. 2024

204 SCHOOL BOARD MEETING MINUTES

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law must be recorded in a journal or minutes kept for that purpose. Public records maintained by the school district must be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the school district's expense. Recordings of closed meetings shall be made separately from the recordings of an open meeting to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
 - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.
 - b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
 - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
 - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
 - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's

Records Retention Schedule.

3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
 - a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
 - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
 - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
 - a. The date of the closed meeting;
 - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and
 - c. The classification of the data.
6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.

[NOTE: In 2024, the Minnesota legislature enacted two laws regarding publication of school board minutes. Under Chapter 109 (2024), five school districts are authorized to publish their minutes on their websites; this section expires on August 1, 2026.

Under Chapter 115 (2024), the Minnesota legislature enacted the following:

- (a) Notwithstanding any law to the contrary, when a qualified newspaper designated by a school district ceases to exist for any reason except consolidation with another

newspaper, the school district may publish its proceedings on the school district's website instead of publishing the proceedings in a newspaper. The school district must also request that the same information be posted at each public library located within the school district for the notice's publication period. This section expires August 1, 2026.

(b) If, before August 1, 2026, there is a newspaper located within a school district's boundaries that is qualified to be designated as the school district's official newspaper pursuant to Minnesota Statutes, section 331A.04, then the exemption provided in this section shall not apply, provided that the qualified newspaper's legal rate is not more than ten percent above the rate charged by the school district's previous official newspaper and the qualified newspaper provides some coverage of the activities of the school district that is publishing the notice.

[NOTE: MSBA has not inserted paragraph (a) into this model policy because its application is limited to specific circumstances and for a defined period. School districts that meet the conditions in paragraph (a) may choose to publish on the school district's website.]

- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References: Minn. Stat. § 13D.01, Subds. 4-6 (Meetings Must be Open to the Public; Exceptions)
Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 331A.01 (Definitions)
Minn. Stat. § 331A.05, Subd. 8 (Form of Public Notices)
Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)
Op. Atty. Gen. 161-a-20, December 17, 1970
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

530 IMMUNIZATION REQUIREMENTS

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

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

- A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:
 1. a statement from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or
 2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.
- B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.
- C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in [Paragraph III.A.](#) or [III.B.](#), above, or statement of immunization set forth in [Article IV.](#), below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.
- D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

- E. The school district may allow a student transferring into a school a maximum of [thirty \(30\)](#) days to submit a statement specified in [Paragraph III.A.](#) or [III.B.](#), above, or [Article IV.](#), below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.
- F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a signed medical statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits [a his or her](#) notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian, or [emancipated](#) student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

- A. The school district will develop and implement a procedure to:
 - 1. notify parents and students of the immunization and exemption requirements by use of a form approved by the [Minnesota](#) Department of Health;
 - 2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;
 - 3. review student health records to determine whether the required information has been provided; and
 - 4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

[Note: See Attachments A, B, C, and D.]

- B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five [\(5\)](#) years after the student attains the age of majority.
- B. [Student immunization records maintained by the school district are generally considered education records subject to the Family Education Records and Privacy Act \(FERPA\).](#) The

~~school district may not disclose personally identifiable information (PII), including immunization records, without parent or eligible student consent unless a permissible exception applies. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.~~

- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within thirty (30) days of the student's transfer.
- D. Upon request of a public or private post-secondary educational institution as defined in Minnesota Statutes, section 135A.14, the designated school district administrator will shall assist in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within sixty (60) days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Minnesota Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Minnesota Department of Health.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
20 U.S.C. § 1232g (Family Educational and Privacy Rights Act)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)

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

Resources: MN Department of Health: School Health Personnel Immunization and Disease Reporting (accessed 12/15/25)



ADDENDUM

**Regular Board Meeting
Wednesday, August 19, 2026
SPCC-Governor's Room
5:00 PM**

VII. ACTION ITEMS

8. AGENDA ITEM #8

Subject: Consider Approval of Assigning TIF Funds to North HVAC and District Wide Roofing Projects Fund

Action: Requires a Motion

Background: Board Policy 714 gives the authority to assign funds to the Business Manager or to the board through a majority vote.

As a result of the maturation of local TIF districts, the district received a one-time payment of \$782,282.15. The business manager recommends assigning the funds to the North HVAC and District Wide Roofing Projects Fund. Given the significant dollar amount, it is recommended by the superintendent that the board discuss and make final approval.

Should other needs arise, assigned funds can be shifted by the board or business manager.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your approval of assigning recently received TIF Funds to the HVAC and District Wide Roofing Projects Fund.



ADDENDUM

Regular Board Meeting Wednesday, August 19, 2026 SPCC-Governor's Room 5:00 PM

VIII. INFORMATION ITEMS

1. AGENDA ITEM 1

Subject: First Reading of Revisions to the Policy Manual

Background: The following policy was reviewed by the Policy Committee and is being brought forward for a first reading:

Policy 533: Wellness

- The district is working to complete the triennial assessment of the district wellness policy. In doing so, the district's Wellness Committee reviewed current SPPS policy using the WellSAT 3.0 tool. Through this process, the team identified the following needs to remain compliant with Federal Law:
 - Language to manage food and beverage served at class parties and other celebrations in elementary schools
 - Language to address triennial assessment results and availability to the public
 - Language to address a plan for updating a plan based on results of the triennial assessment.
- MSBA's most recent update addresses these issues.

Presentation: Policy Review Committee
Superintendent of Schools, Jon Graff

533 WELLNESS

I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards ~~assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.~~

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education and physical activity, and other school-based activities that promote student wellness are education are essential components of the educational process and that good health fosters student attendance and learning. ~~the school environment should promote and protect students' health and well-being.~~
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.
- D.C. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- ED. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- FE. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students, try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat .

III. GUIDELINES WELLNESS GOALS

- A. Nutrition Promotion and Education and Promotion
 - 1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health; and
 - b. part of health education classes as well as other subjects where appropriate; and-
 - c. enjoyable, developmentally appropriate, and culturally relevant.
 - 2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the

reimbursable school meal programs, such as through a la carte [snack] lines, vending machines, fundraising events, concession stands, and student stores.

- ~~3. Students will have regularly scheduled opportunities for physical activity provided through a comprehensive physical education program in the K-12 curriculum, through competitive and intramural sports programs, through supervised recess, and through after-school activity programs.~~

B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
32. Classroom teachers may provide short physical activity breaks between lessons or classes, as appropriate.

C. Communication With Parents

1. The school district recognizes that parents and guardians have a primary role in promoting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

A. School Meals

1. The school district will provide healthy and safe school meal programs that ~~strictly~~ comply with all federal, state, and local laws, rules, statutes and regulations
1. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
- 5.1. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines
6. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.

7. The school district will make every effort to prevent the identification of students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
96. The school district administrator will examine the daily schedule on a regular basis to ensure that adequate time is provided for students to eat healthy meals.
107. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Food and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
 - b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
2. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.

- 1.2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

IV. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public

C. Triennial Assessment

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy
 - b. the extent to which the school district's wellness policy compares to model local wellness policies; and
 - c. a description of the progress made in attaining the goals of the school district's wellness policy.

2. The Wellness Coordinator will be responsible for conducting the triennial assessment.

3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.

2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.

3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

~~A. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.~~

~~B. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.~~

~~C. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.~~

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act ~~of 1966~~)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov



ADDENDUM

**Regular Board Meeting
Wednesday, August 19, 2026
SPCC-Governor's Room
5:00 PM**

VIII. INFORMATION ITEMS

2. AGENDA ITEM 2

Subject: Buildings and Grounds Update

Background: Seth Putz will provide an update on district facilities.

Presentation: Operations and Maintenance Director, Seth Putz