



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Wednesday, September 16, 2026
City Hall, 1441 Civic Way, 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	14
2. Consider Certification of Preliminary 2026 Pay 2027 Levy	17
3. Consider Approval of 2026-2027 Substitute Rates	22
4. Consider Approval of 9-12 Math Pilot Curriculum Purchase	24
5. Consider Policies for Approval with a Second Reading	27
6. Consider Policies for Approval with a Single Reading	33
VIII. Information Items	
1. First Reading of Revisions to the Policy Manual	47
2. Quarterly Fund Balance Tracker	73
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	
• School Board Study Session: September 23, 2026, at 5:00 PM (Saint Peter Middle School Media Center)	
• School Board Study Session: October 7, 2026, at 5:00 PM (Saint Peter Middle School Media Center)	
• Education Committee Meeting: October 8, 2026, at 1:00 PM (DO)	
• Business Committee Meeting: October 14, 2026, at 10:00 AM (DO)	

- **Policy Committee Meeting:** October 14, 2026, at 4:00 PM (DO)
- **Regular School Board Meeting:** October 21, 2026, at 5:00 PM (City Hall)

XI. Adjournment

XII. "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, September 16, 2026 City Hall 5:00 PM

V. CONSENT AGENDA

1. Approval of the Regular Board Meeting minutes of August 19, 2026.
2. Approval of Bills and Wire Transfers (\$4,533,460.94) for August 2026.
3. Personnel Updates
 - a. Please see the attached Personnel Updates document
 - b. Please see the attached Saints Overtime Returning Staff document



Saint Peter Public Schools

Regular School Board Meeting Minutes

Date: Wednesday, August 19, 2026

Location: Saint Peter Community Center – Governor's Room

Attendance:

- Members Present: Ken Rossow, Tracy Stuewe, Charlie Potts, Bill Kautt and Kate Martens
- Members Absent: Rita Rassbach and Drew Dixon
- Others Present: Ytve Prafke, Jana Sykora, Darin Doherty, Jessica Buttell, Annette Engeldinger, Jon Graff, Megan Gracia, 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 5:10 p.m.
- **Approval of Agenda:** A motion was made by Stuewe, seconded by Martens, 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 Stuewe. The motion carried unanimously by the members present.

- **Minutes:**
 - Approval of the Regular Board Meeting minutes of July 15, 2026.
- **Bills & Wire Transfers:**
 - Approval of payments totaling \$6,116,742.56 for July 2026.
- **Approval of Renewals for the Following Staff Agreements:**
 - Behavior Support Assistant
 - Reading Support Assistant
 - School Part-Time Nurse
- **Personnel Changes:**
 - Hiring: Approval of the hiring of Lathe Bly, Courtney Colton, Mikkell Feldmann, Claire Davis, Jada Richardson, Lisa Orback, Jennifer Leonard, Spencer Skjelstad, Aisha Sheikhomar, Ella Osborn, Corrington Jones Jr., Nathan Colum and Alishia Pete
 - Retirements: Acceptance of the retirement of Martha Devine
 - Resignations: Acceptance of resignations from Lisa Enz, Abby Feyereisen, Danielle Nelson and Magnus Soderlund
 - Transfers: Approval of transfers for Betsy Blume and Nicole Long

3. Action Items

- **Approval of Resolution Accepting Donations:** A motion was made by Kautt, seconded by Rossow, to approve a resolution accepting grants from the Mankato Area Foundation for the Flex Farm: Fresh Food for Thought project and Friends of Learning Backpack

Program, as well as a donation of musical scores and digital permissions from the Saint Peter Community Choir for use by the Saint Peter High School Choir. Following a roll call vote, the motion passed 5-0 (with two members absent).

- *Voting Yes:* Rossow, Stuewe, Potts, Kautt and Martens
- *Voting No:* None
- *Absent:* Rassbach and Dixon

- **Approval of Changes to the 2026-2027 Student Handbooks:** On an annual basis, the School Board is presented with recommended changes to K-12 Student Handbooks. Building Principals presented information regarding changes to their respective handbooks. A motion was made by Martens, seconded by Stuewe, to approve the 2026-2027 Student Handbooks as presented. The motion carried unanimously by the members present.
- **Approval of Changes to the 2026-2027 Crisis Management Plan:** Policy 806: Crisis Management requires annual board review and approval of the district's Crisis Management Plan. Principal Jessica Buttell provided 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. Updates also include the addition of the Cardiac Emergency Response Plan, which is required per Minnesota Statute by the start of the 2026-2027 school year. Rossow made a motion, seconded by Kautt, to approve the 2026-2027 Crisis Management Plan as presented. The motion carried unanimously by the members present. 5
- **Approval of Changes to the Mobile Device Handbook:** Superintendent Graff informed the board that Technology Director Gus Sorbo reviewed the Mobile Device Handbook and has made an update to the replacement cost of lost chromebooks. This fee is changing due to the increased cost associated with purchasing new replacement devices. Martens made a motion, seconded by Stuewe, to approve the 2026-2027 Mobile Device Handbook as presented. The motion carried unanimously by the members present.
- **Approval of Adult Meal and Second Entrée Prices for 2026-2027:** Based on Federal Government and MDE guidance, the district's adult breakfast and lunch meal prices will be adjusted to \$2.55 and \$5.30 respectively. Per the recommendation of Food Service Director Emily Craig, breakfast and lunch second entrée prices will increase to \$1.75 and \$2.25 respectively. There will also be a slight increase in milk prices. These changes are due to increased food costs. A motion was made by Kautt, seconded by Rossow, to approve the changes as presented. The motion carried unanimously by the members present.
- **Approval of the Verizon Lease Agreement:** Superintendent Graff reminded the board of the proposed updates to the Verizon Lease Agreement, which is scheduled to renew on July 1, 2030. Graff shared information he received from Verizon regarding the district's liability in the event of a catastrophic tower failure. A motion was made by Rossow, seconded by Kautt, to approve moving forward with the amended Verizon Lease Agreement. The motion carried unanimously by the members present.
- **Policies for Approval in a Single Reading:** Superintendent Graff informed the Board that Policies 201 (Legal Status of the School Board), 202 (School Board Officers), 203 (Operation of the School Board), 204 (School Board Meeting Minutes) and 530 (Immunization Requirements) 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 Martens and seconded by Kautt to approve these policies with a single reading. The motion carried unanimously by the members present.

- **Approval of Assigning TIF Funds to North HVAC and District Wide Roofing Projects:**
The district received a one-time payment of \$782,282.15 as a result of the maturation of local TIF districts. Business Manager Megan Gracia recommended assigning these funds to the North HVAC and District Wide Roofing Projects Fund. Should other needs arise, assigned funds can be shifted by the board or business manager. Martens made a motion, seconded by Rossow, to approve assigning these TIF Funds to the HVAC and District Wide Roofing Projects Fund. The motion carried unanimously by the members present.

4. Information Items

- Following a review by the Policy Committee at their August 17 meeting, the Board was presented with the first reading of proposed revisions to Policy 533 (Wellness). Superintendent Graff provided an update on the Wellness Policy Triennial assessment, as well as recommendations for policy language changes.
- *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 gymnasium flooring project is complete, the high school chiller project remains on schedule for completion prior to the start of the 2026-2027 school year, the football field press box project will be finished by early September, and the Mend the Middle project continues to move forward on schedule and on budget.

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5. Reports

- **Special Programs Administrator:**
 - The district wrapped up its 15th successful year of the Read and Feed Program
 - 213 K-8 students and 32 preschoolers attended Summer Programming
- **South Elementary:**
 - K-1 enrollment numbers are looking great
 - The district's back to school conference scheduler will open on August 24
 - New Teacher Workshop will be held August 26 and 27
 - Workshop Week will be held August 31 - September 3
 - The Welcome Back Staff Breakfast at GAC will be held September 3.
- **Saint Peter Middle School:**
 - K-8 enrollment numbers are looking great
 - The middle school is looking good and Principal Buttell is excited to get back in the building
- **Saint Peter High School:**
 - An open house for all students will be held on September 2 from 3-7pm
 - Back to school pictures will be taken during the September 2 open house
- **Superintendent of Schools:** Excitement for the start of the school year is building
- **Around the Table Updates:** nothing noted
- **Board Committee Updates:** nothing noted

6. Upcoming Meetings

- **Business Committee Meeting:** September 9, 2026, at 10:00 AM (District Office)
- **Policy Committee Meeting:** September 9, 2026, at 4:00 PM (District Office)
- **Education Committee Meeting:** September 10, 2026, at 1:00 PM (District Office)
- **Regular School Board Meeting:** September 16, 2026, at 5:00 PM (TBD)

7. Adjournment

A motion was made by Stuewe, seconded by Kautt, to adjourn the meeting at 6:43 p.m. The motion carried unanimously by the members present.

Date Approved:

Kate Martens, Board Clerk



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

Date: September 16, 2026

To: Dr. Jon Graff - Superintendent

From: Melic Thomas - Finance Accountant

Monthly Business Office bills & Payroll Amounts:

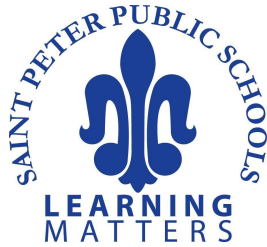
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August 2026 - Business Office checks	\$2,170,529.43
August 2026 - Business Office wire payments	\$1,272,822.32
August 2026 - Payroll	\$1,090,109.19
	\$4,533,460.94

Monthly Student Activity Amounts:

July 2026 - South Elementary	\$0.00
July 2026 - North Elementary	\$0.00
July 2026 - Middle School	\$18.00
July 2026 - High School	\$0.00
	\$18.00

St. Peter Public Schools	Aug-26	
Outgoing Wire Payments		
MSDLAF to USBank - 2022 Refunded Bond		
MSDLAF to USBank - 2024 Bond		
BCBS - medicare health	8/21/2026	8,828.00
Medicare Blue RX - July		0.00
Life		0.00
LTD		0.00
NIS - MN Paid leave premium - August	8/5/2026	3,960.95
VISA	August	10,548.77
IRS federal payroll taxes	8/14/2026	182,270.72
IRS federal payroll taxes	8/31/2026	157,378.24
MN state payroll taxes	8/3/2026	29,641.04
MN state payroll taxes	8/17/2026	31,659.91
MN UI Fund		
PERA payments	8/14/2026	24,488.17
PERA payments	8/31/2026	21,158.46
TRA payments	8/14/2026	116,453.33
TRA payments	8/31/2026	102,684.81
Education MN/ESI	8/14/2026	2,112.50
Education MN/ESI	8/31/2026	2,062.50
Horace Mann	8/3/2026	2,901.66
Horace Mann	8/14/2026	1,780.83
Horace Mann	8/31/2026	3,539.17
Ameriprise/NBSGroup Bill	8/3/2026	2,425.00
Ameriprise/NBSGroup Bill	8/14/2026	2,425.00
Ameriprise/NBSGroup Bill	8/31/2026	2,425.00
Colonial Life	8/6/2026	16,225.39
EyeMed	8/10/2026	1,322.83
Arbiter-Pre fund		
HomeTown - Dental direct debits	8/3/2026	3,269.92
HomeTown - Dental direct debits	8/10/2026	5,621.61
HomeTown - Dental direct debits	8/18/2026	3,490.43
HomeTown - Dental direct debits	8/21/2026	1,958.32
HomeTown - Dental direct debits	8/24/2026	4,175.92
HomeTown - Dental direct debits	8/31/2026	6,844.25
HomeTown - BCBS debits	8/6/2026	135,117.87
HomeTown - BCBS debits	8/13/2026	44,598.62
HomeTown - BCBS debits	8/20/2026	31,460.78
HomeTown - BCBS debits	8/27/2026	39,336.89
HomeTown - Healthiest You	8/5/2026	2,961.00
FNB HSA/VEBA-Medsurety/Matrix Trust	August	267,694.43
Total Outgiong Wire Payments		1,272,822.32



Personnel Changes Summary for School Board Review - September 16, 2026

Staff Hires

Employee Name	Staff Replacing	Position	Location	Start Date	Lane/Level/Step	Salary
Thomas Miller	Joseph Delacruz	Afternoon Custodian	Saint Peter Middle School	8/24/26	Step 1	\$20.16/hr
Alessandra Mersman	N/A	C Squad Girls Tennis Coach	Saint Peter High School	8/24/26	N/A	\$2,584 stipend ⁹
Jill Schaffer	Keona Sisler	ECSE Paraprofessional	Early Childhood Center	8/31/26	Lane A/Step 3	\$21.45/hr
Heidi Niemeyer	Heidi Niemeyer	Math Teacher	Saint Peter High School	8/31/26	Lane BA/Step 10	\$67,747/yr
Jeremy Bahr	Missy Terpstra	Saints Ready Supervisor	Saint Peter Middle School	9/3/26	Lane B/Step 1	\$20.95/hr
Elizabeth White	Betsy Blume	Student Services Assistant	Saint Peter High School	9/8/26	Level 2/Step 1	\$19.16/hr
Michelle Budach	N/A	SPED Paraprofessional	Saint Peter High School	9/8/26	Lane A/Step 6	\$22.65/hr
Danika Hiniker	Michael Myrha	MVED Housekeeper	MVED	9/8/26	Step 1	\$19.87/hr
Georgia McManus	Will Fischenich	SPED Paraprofessional	South Elementary School	9/10/26	Lane A/Step 4	\$21.85/hr

Corrington Jones-Collier	24-25 vacancy (open all last year)	SPED Paraprofessional	South Elementary School	9/10/26	Lane A/Step 1	\$20.65/hr
Kerri Ambrose	Sheila Truebenbach	ECSE Paraprofessional	Early Childhood Center	9/10/26	Lane B/Step 6	\$22.95/hr
Marilyn Stutsman	Helena Satterness (while on leave)	Long-term ELL substitute teacher	Saint Peter Middle School	9/10/26	Lane Masters/Step 1	\$309.84 / day
Anna Goodman	N/A	Paraprofessional	Saint Peter Middle School	9/11/26	Lane A/Step 1	\$20.65/hr
Sonja Schoenecker	N/A	Saints Overtime Assistant	Community Education	9/11/26	N/A	\$17.15/hr
Britni Klatt	N/A	Saints Overtime Assistant	Community Education	9/11/26	N/A	\$17.15/hr
Leah Seath	Anna Sandstrom	Cook/Dishwasher	Saint Peter High School	9/14/26	Lane 1/Step 1	\$18.38/hr
Karen Mehlhaff	N/A	Paraprofessional	North Elementary School	9/14/26	Lane B/Step 6	\$22.95/hr ¹⁰
Lindsay O'Donnell	Danielle Nelson	SPED Paraprofessional	North Elementary School	9/14/26	Lane B/Step 2	\$21.35/hr
Mackynzie Leonard	High school graduate	High School Lifeguard	Community Education	9/14/26	N/A	\$16.25/hr \$17.25/hr (rentals)
Gabrielle Hoernemann	25-26 vacancy (open all last year)	ECSE Paraprofessional	Early Childhood Center	9/14/26	Lane A/Step 1	\$20.65/hr
Gabrielle Hoernemann	Bridget Mullaly	Saints Overtime Assistant	Community Education	9/14/26	Step 1/Para Rate	\$20.65/hr
Olivia Denzer	Kia Maas	Head Lifeguard	Community Education	9/14/26	N/A	\$19.50/hr \$20.50/hr (rentals & PE Swim Unit)

Stephanie Moldaschel	N/A	Paraprofessional	Saint Peter Middle School	9/14/26	Lane A/Step 1	\$20.65/hr
William Helder	N/A	SPED Paraprofessional	Saint Peter Middle School	9/14/26	Lane A/Step 1	\$20.65/hr
Drake Smuder	High school graduate	Lifeguard	Community Education	9/21/26	N/A	\$17.25/hr \$18.25/hr (rentals) \$19.75 (PE Lessons)

Staff Retirements/Resignations/Terminations

Employee Name	Position	Location	Last Date of Employment	Reason for Separation	Will this position be replaced?
Alejandra Bonilla Hirdman	Saints Overtime Assistant	Community Education	5/29/26	Non-renewal	Yes
Kaia Meyer	Saints Overtime Assistant	Community Education	6/4/26	Resignation	Yes
Ainsley Thode	Saints Overtime Assistant	Community Education	6/4/26	Resignation	Yes
Mara Lien	Saints Overtime Assistant	Community Education	6/4/26	Resignation	Yes
Theresa Lekander	Saints Overtime substitute	Community Education	6/4/26	Resignation	Yes
Keona Sisler	ECSE Paraprofessional	Early Childhood Center	8/14/26	Resignation	Yes
Bridget Mullaly	Saints Overtime Assistant	Community Education	8/14/26	Resignation	Yes
Shannon Ziegler	Cook/Dishwasher Sub	North Elementary	8/26/26	Resignation	No

Lorna Sandvik	Cook/Dishwasher Sub	North Elementary	8/26/26	Resignation	No
Michele Blaschko	Cook/Dishwasher Sub	North Elementary	8/26/26	Resignation	No
Sheila Truebenbach	ECSE Paraprofessional	Early Childhood Center	9/9/26	Resignation	Yes

Staff Transfers

Employee Name	New position	New Location	Former Position	Former Location	Effective Date of Transfer	Will this position be replaced?
Brad Boyer	Afternoon Custodian	North Elementary School	Afternoon Custodian	Saint Peter Middle School	8/31/26	Yes



TO: Jon Graff, Superintendent
School Board Members

FROM: Tami Skinner, Community & Family
Education Director

SUBJECT: Returning Saints Overtime Staff

DATE: Sept. 10, 2026

The following individuals will resume their roles as Saints Overtime Assistants for the 2026-27 school year. They will submit their hours on a timesheet.

ADULT ASSISTANT STAFF SUMMARY - \$17.15 per hour pay rate

- Shyla Burg
- Ashley Fleischer
- Madeline Hoffman
- Kennedy Johnson
- Bella Macemon
- Juan Parra
- Aedan Sannes
- Calleejo Sohn
- Tiana Wilkinson

ADULT SUBSTITUTES - \$17.15 per hour pay rate

- | | |
|---------------------|------------------|
| • Monty Beamon | • Ian Gerstbauer |
| • Jaya Chang | • CeeJay King |
| • Alex Dorrow | • Taylor Sickler |
| • Aaliyah Fleischer | • Grace Timm |

ADULT AIDE STAFF SUMMARY - \$11.41 per hour pay rate

- Colin Flowers

HIGH SCHOOL STAFF SUMMARY - \$11.41 per hour pay rate

- Brody Hinton
- Lizzy Ristau
- Kiya Sohn
- Kady Thoms
- Marie Wills

HIGH SCHOOL STUDENT SUBSTITUTES - \$11.41 per hour pay rate

- Emma Bohmer
- Miah Castillo
- Clarie Deming
- Katie Torres



ADDENDUM

**Regular Board Meeting
Wednesday, September 16, 2026
Saint Peter City Hall
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. Two monetary contributions totaling \$75.00 have been donated to the Community Choir in memory of Alan Bruflat. These contributions include a \$25.00 donation from Steve and Lynn Kidder and a \$50.00 donation from Steve and Lori Kershner. These gifts will directly support the Community Choir's ongoing efforts to enrich our local community through music.

Presentation: Superintendent of Schools, Jon Graff

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

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)
Steve and Lynn Kidder Steve and Lori Kershner	\$25.00 donation \$50.00 donation	These monetary contributions, in memory of Alan Bruflat, will directly support the Community Choir’s ongoing efforts to enrich our local community through music.

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



TO: Jon Graff, Superintendent
School Board

FROM: Tami Skinner, Community & Family
Education Director

SUBJECT: Acceptance of Memorial Donations to
the Community Choir

DATE: August 27, 2026

Two monetary contributions totaling \$75.00 have been donated to the Community Choir in memory of Alan Bruflat. These contributions include a \$25.00 donation from Steve and Lynn Kidder of Mankato and a \$50.00 donation from Steve & Lori Kersher of St. Peter.

These gifts will directly support the Community Choir's ongoing efforts to enrich our local community through music.

We sincerely appreciate their generosity. I recommend that the Board formally accept these donations.



ADDENDUM

Regular Board Meeting Wednesday, September 16, 2026 Saint Peter City Hall 5:00 PM

VII. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Certification of Preliminary 2026 Pay 2027 Levy

Action: Requires a Motion

Background: On an annual basis, the School Board has the responsibility to set the levy for property taxes. Preliminary figures for the initial 2026 levy for property taxes payable in 2027 are attached. The Business Committee reviewed and discussed the levy at its meeting on September 9 and recommends the Board certifies the maximum allowable levy. The final amount will be set at the December 2026 School Board meeting.

Presentation: Business Manager, Megan Gracia
Business Committee

Options/Recommendation: I recommend certifying the maximum allowable levy. The final decision on the levy will be made at the December Board meeting.

Multi-Year Levy Factor Comparison

Levy Factors	22 Pay 23 Final	23 Pay 24 Final	24 Pay 25 Final	25 Pay 26 Final	26 Pay 27 Preliminary	\$ Change Levy 27 to Levy 26	% Change Levy 27 to Levy 26
*1 Market Value	1,451,516,699	1,704,680,101	1,921,099,901	2,048,644,402	2,073,330,976	24,686,574	1.21%
*2 Referendum Market Value	1,096,432,750	1,263,332,175	1,380,537,350	1,412,969,950	1,457,799,252	44,829,302	3.17%
*3 Net Tax Capacity	14,348,427	16,896,722	18,705,002	19,514,172	19,675,142	160,970	0.82%
*4 Sales ratio	0.886	0.878	0.904	0.953	0.928	(0)	-2.62%
*5 Adj. Net Tax Capacity	16,186,461	19,232,155	20,687,751	20,464,300	21,201,122	736,822	3.60%
6 Total levy	7,143,023	7,652,181	9,902,416	9,967,686	10,497,597	529,911	5.32%
\$ Increase over PY	27,205	509,158	2,250,235	65,270	529,911		
% Increase over PY	0.38%	7.13%	29.41%	0.66%	5.32%		

*1 "Market Value" represents the combined valuation of all taxable properties within the district boundaries as assigned by an assessor.

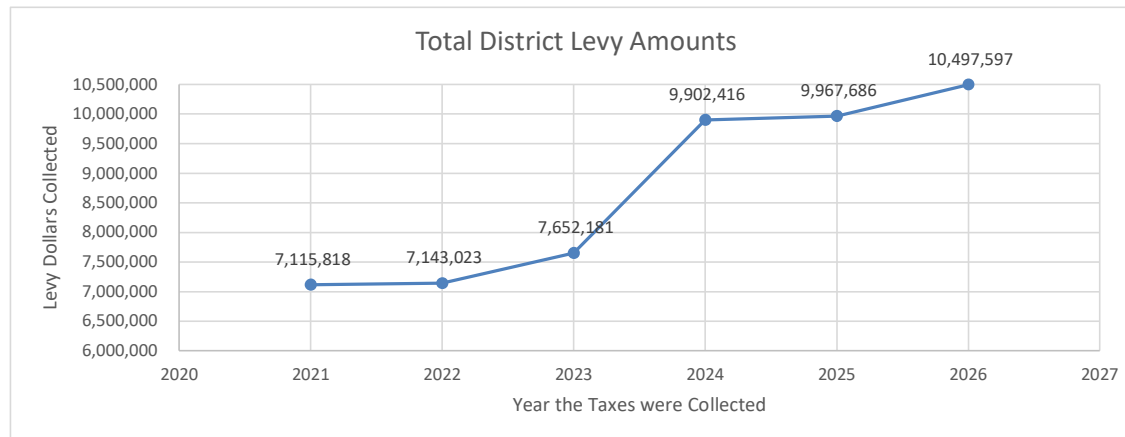
*2 "Referendum Market Value" represents the combined valuation of all taxable properties within the district boundaries excluding seasonal recreational properties (cabins) and agricultural land (over house, garage, and one acre of land).

*3 "Net Tax Capacity" is determined by multiplying market values by the classification rates (homestead, commercial, residential, rental, etc.).

*4 "Sales Ratio" is determined by the Department of Revenue. It measures the difference between the actual sale price and assessor's market value on properties to neutralize different assessment practices across the state.

*5 "Adjusted Net Tax Capacity" is computed by dividing the net tax capacity by the sales ratio and is used for calculating most school taxes.

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Saint Peter Public Schools
Levy 26, Pay 27, Fiscal Year 28
Preliminary Levy Limitation and Certification Report - run 9.8.26

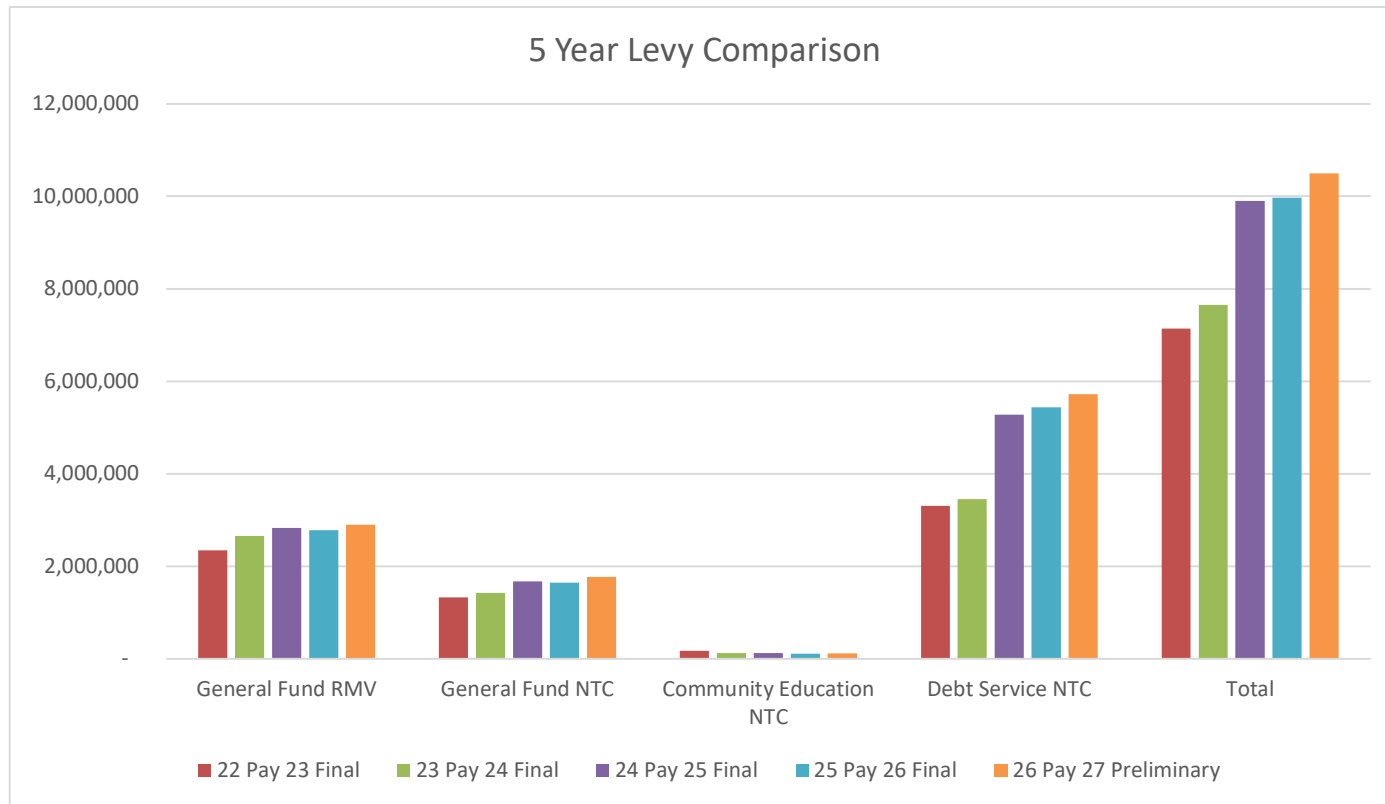
FY24 Final	FY25 Final	FY26 Final	FY27 Final	FY28 Preliminary	Difference
Levy 22	Levy 23	Levy 24	Levy 25	Levy 26	from Prior
Pay 23	Pay 24	Pay 25	Pay 26	Pay 27	Year Levy

General Fund									
Initial Levy Entries									
Operating Referendum (Voter Approved)	rmv		786,343.76	896,178.00	910,528.00	917,908.00	932,094.00		14,186.00
Prior-Year Adjustments									
Operating Referendum (Voter Approved)			(27,069.84)	11,418.19	20,533.19	13,357.27	40,810.92		27,453.65
Subtotal of Voter-Approved Referendum Levies			759,273.92	907,596.19	931,061.19	931,265.27	972,904.92		41,639.65
Initial Levy Entries									
Local Optional Revenue - Tier 1	rmv		370,723.60	447,000.69	512,098.13	526,262.55	575,444.41		49,181.86
Local Optional Revenue - Tier 2	rmv		904,080.97	926,779.20	941,619.20	949,251.20	963,921.60		14,670.40
Equity Levy	rmv		310,537.95	321,066.70	329,455.67	334,644.62	321,345.08		(13,299.54)
Transition Levy	rmv		53,754.43	55,104.01	55,986.36	56,440.14	57,312.41		872.27
Prior-Year Adjustments									
Board-Approved Referendum			-	-	-				-
Local Optional Revenue			(46,956.45)	(1,912.92)	21,320.90	(24,641.43)	(17,829.44)		6,811.99
Equity Levy			(7,375.37)	2,004.23	29,410.48	3,749.86	15,994.80		12,244.94
Location Equity			-	-	-		-		-
Transition Levy			(1,833.76)	(80.65)	4,913.36	767.16	2,966.97		2,199.81
Subtotal of Other Referendum Levies			1,582,931.37	1,749,961.26	1,894,804.10	1,846,474.10	1,919,155.83		72,681.73
Initial Levy Entries									
Operating Capital	ntc		157,368.43	187,117.32	202,074.74	200,400.85	207,874.93		7,474.08
Q Comp	ntc		196,092.92	185,885.70	188,621.16	190,362.90	192,657.92		2,295.02
Achievement and Integration	ntc		78,616.67	74,092.34	75,595.17	77,115.88	78,344.49		1,228.61
Re-Employment	ntc		75,000.00	10,000.00	16,000.00	10,000.00	10,000.00		-
Safe Schools	ntc		81,115.20	78,688.80	79,948.80	80,596.80	81,842.40		1,245.60
Career & Technical Education	ntc		115,779.56	153,506.97	186,199.60	186,199.60	156,516.58		(29,683.02)
Other Post-Employment Benefits (OPEB)	ntc		310,000.00	310,000.00	310,000.00	309,908.63	300,449.00		(9,459.63)
LTFM	ntc		402,136.63	411,689.29	600,847.91	611,504.60	619,242.00		7,737.40
Building Lease	ntc		42,512.25	42,512.21	43,787.68	55,959.78	46,454.32		(9,505.46)
Prior-Year Adjustments									
Operating Capital			292.66	879.45	(790.78)	844.04	886.63		42.59
Q Comp			(1,272.54)	(5,921.65)	(2,314.26)	3,115.84	1,920.10		(1,195.74)
Achievement and Integration			(9,326.11)	(3,359.19)	(97.64)	970.26	2,265.50		1,295.24
Re-Employment			(25,000.00)	(11,839.88)	(71,820.00)	6,048.28	6,435.27		386.99
Safe Schools			(3,472.56)	(5,004.72)	(4,447.80)	1,036.80	3,754.44		2,717.64
Career & Technical Education			(7,472.87)	2,096.60	6,241.59	(19,601.36)	(29,683.02)		(10,081.66)
Other Post-Employment Benefits (OPEB)			(40,000.00)	-	38,881.93	(35,514.96)	-		35,514.96

Saint Peter Public Schools			FY24 Final	FY25 Final	FY26 Final	FY27 Final	FY28 Preliminary	Difference		
Levy 26, Pay 27, Fiscal Year 28			Levy 22	Levy 23	Levy 24	Levy 25	Levy 26	from Prior		
Preliminary Levy Limitation and Certification Report - run 9.8.26			Pay 23	Pay 24	Pay 25	Pay 26	Pay 27	Year Levy		
LTFM			(45,327.96)	(7,735.05)	9,786.53	39,257.66	15,965.21		(23,292.45)	37
Building Lease			772.12	-	1,106.14		0.04		0.04	38
Other Adjustments (TIF, General, etc.)			-	-	(16,645.41)	(73,568.17)	71,428.17		144,996.34	39
Abatement Adjustments			(3,331.61)	1,698.01	9,465.51	221.33	2,085.28		1,863.95	40
Subtotal of General Fund NTC			1,324,482.79	1,424,306.20	1,672,440.87	1,644,858.76	1,768,439.26		123,580.50	41
Total of General Fund Categories			3,666,688.08	4,081,863.65	4,498,306.16	4,422,598.13	4,660,500.01		237,901.88	42
Community Education Levy										43
Initial Levy Entries										44
Basic Community Education	ntc		119,772.20	72,120.58	68,227.61	64,012.33	66,317.11		2,304.78	45
ECFE	ntc		39,979.43	38,516.62	41,355.90	36,241.87	38,024.85		1,782.98	46
Home Visits	ntc		784.59	1,109.40	1,158.35	-	-		-	47
School Age Care	ntc		8,500.00	8,500.00	8,500.00	8,500.00	8,500.00		-	48
Prior-Year Adjustments										49
ECFE			(7.73)	(1,952.25)	(70.06)	(4,098.68)	461.54		4,560.22	50
Home Visits			(27.89)	(85.37)	67.18	109.76	(65.13)		(174.89)	51
Abatement Adjustments			(87.38)	81.23	608.83	19.23	7.49		(11.74)	52
Total of Community Education Categories			168,913.22	118,290.21	119,847.81	104,784.51	113,245.86		8,461.35	53
Debt Service Levy										54
Voter Approved Bond	ntc		3,459,068.00	3,616,305.00	4,350,845.00	4,526,582.00	4,716,692.00		190,110.00	55
LTFM Debt Service	ntc		-	-	986,379.19	1,077,030.81	1,232,046.93		155,016.12	56
Reduction for Debt Excess	ntc		(151,719.81)	(165,963.52)	(51,420.33)	(153,253.71)	(217,328.57)		(64,074.86)	57
Abatement Adjustments	ntc		73.89	1,685.91	(1,541.83)	554.01	2,050.93		1,496.92	58
GDS Voter Net Offset Adjustment	ntc		-	-	-	-	-		-	59
LTFM PY Adjustments	ntc		-	-	-	(10,609.78)	(9,610.11)		999.67	60
Total of Debt Service Categories			3,307,422.08	3,452,027.39	5,284,262.03	5,440,303.33	5,723,851.18		283,547.85	61
Levy Totals			7,143,023.38	7,652,181.25	9,902,416.00	9,967,685.97	10,497,597.05		529,911.08	62
						-	-		0.00	63

5 Year Levy Comparison

	22 Pay 23 Final	23 Pay 24 Final	24 Pay 25 Final	25 Pay 26 Final	26 Pay 27 Preliminary
General Fund RMV	2,342,205	2,657,557	2,825,865	2,777,739	2,892,061
General Fund NTC	1,324,483	1,424,306	1,672,441	1,644,859	1,768,439
Community Education NTC	168,913	118,290	119,848	104,785	113,246
Debt Service NTC	3,307,422	3,452,027	5,284,262	5,440,303	5,723,851
Total	7,143,023	7,652,181	9,902,416	9,967,686	10,497,597





ADDENDUM

Regular Board Meeting Wednesday, September 16, 2026 Saint Peter City Hall 5:00 PM

VII. ACTION ITEMS

3. AGENDA ITEM #3

Subject: Consider Approval of 2026-2027 Substitute Rates

Action: Requires a Motion

Background: Periodically, the Administrative Team makes recommendations to change the rates of pay for the district's substitute staff. Jon Graff will present pay rates and this year's recommendations for change. The Business Committee reviewed and discussed the rates at its September 9 meeting and recommends approval.

Presentation: Superintendent of Schools, Jon Graff
Business Committee

Options/Recommendation: I recommend the approval of the 2026-2027 substitute rates.



**SAINT PETER PUBLIC SCHOOLS
ISD 0508**

**Rates for Substitute Employees
2026-27 Fiscal Year**

Job Title	2025-2026	2026-2027
Teacher	\$200-full day \$100-.5 day	\$200-full day \$100-.5 day
Paraprofessional -Title/SPED	\$18.00	\$20.00
Paraprofessional-Health Asst.	\$19.80	\$21.80
Teacher as Paraprofessional (ESY, Extended Day, etc)	\$20.95 Top of para scale	\$22.95 Top of para scale
Office Support -Level 1	\$16.68	\$17.89*
Office Support-Level 2	\$17.91	\$19.16*
Office Support-Level 3 *First step of Lane	\$18.34	\$19.61*
Retired District Office Support	\$19.73 (top of office support scale level 1) \$21.06 Level 2 \$21.53 Level 3	\$20.37 (top of office support scale for level 1) \$21.74-Level 2 \$22.23-Level 3
Custodial	\$19.82	\$20.32
Food Service	Article 6 SECTION 2: Substitutes shall be paid at the rate for which they are licensed or certified.	Article 6 SECTION 2: Substitutes shall be paid at the rate for which they are licensed or certified.
Licensed School Nurse	Step and Lane of Teacher Pay Scale	Step and Lane of Teacher Pay Scale
RN	Step and Lane of Teacher Pay Scale	Step and Lane of Teacher Pay Scale
LPN	\$27.35	\$27.35
Interpreter		Regular Services: \$28 IEP Meetings: \$35

Short call substitutes becoming licensed for a long-term substitute position will receive long-term pay once appropriate licensure is secured and 30 days have been worked.



ADDENDUM

**Regular Board Meeting
Wednesday, September 16, 2026
Saint Peter City Hall
5:00 PM**

VII. ACTION ITEMS

4. AGENDA ITEM #4

Subject: Consider the Approval of a Math Pilot Curriculum Purchase

Action: Requires a Motion

Background: Policy 606 gives the School Board the final authority over decisions regarding the selection of textbook and instructional materials. A recommendation to purchase math curriculum materials to be used as a high school pilot program in conjunction with the ongoing math curricular review process will be presented to the board for approval. The Education Committee reviewed the proposal at its September 10th meeting and recommended the proposal move forward to the full board for approval. Additional information is provided in the board packet.

Presentation: Superintendent of Schools, Jon Graff
North Elementary Principal/Curriculum Coordinator, Darin Doherty

Options/Recommendation: I recommend the approval of a one year purchase of Amplify Desmos Math and Concepts and Connections to be implemented as a high school math curriculum pilot in the 2026-2027 school year.



MEMO TO: School Board, Superintendent Dr. Jon Graff

FROM: Darin Doherty, Principal
North Elementary School/Curriculum Coordinator

DATE: September 9, 2026

SUBJECT: Proposal to Pilot Amplify Desmos Math and Concepts & Connections for 9-12 Math

Proposed Saint Peter High School Mathematics Curriculum Pilot 2026–27

Purpose and Requested Action

Administration and the Saint Peter High School Math Department are proposing a full-year pilot of two high school mathematics curricula during the 2026-27 school year. The pilot is part of the district's curriculum improvement process and preparation for full implementation of Minnesota's 2022 Mathematics Standards in 2027-28.

School Board Action Requested: Approve the proposed 2026–27 High School Mathematics Curriculum Pilot, with the intent of bringing a final curriculum recommendation to the School Board in May 2027.

Curriculum Selection

During the curriculum review process, the High School Math Department reviewed multiple curriculum options before narrowing the field to two finalists:

- Amplify Desmos Math
- Concepts & Connections (Math & YOU series, Cengage School)

Rather than selecting a program based only on presentations, demonstrations, and curriculum review materials, the department is proposing a year-long classroom pilot to evaluate both programs through actual implementation.

Proposed Pilot Structure

Four high school mathematics teachers will participate in the professional learning and evaluation process.

- All four teachers will participate in professional learning for both curricula so that the entire pilot team has a common understanding of each program.
- Teachers will then be organized into two implementation teams of two:
 - Two teachers will implement Amplify Desmos Math.
 - Two teachers will implement Concepts & Connections.
- Each teacher will use only one publisher as the core curriculum during the pilot year rather than being responsible for implementing two different programs.
- Necessary supplemental materials may be used but will be documented as part of the evaluation.
- The pilot will include 415 students across 16 sections.
- Pilot courses include Geometry, Advanced Geometry, Advanced Algebra II, Algebra II A, and Algebra II B.

This parallel structure will allow both programs to be evaluated during the same school year while giving teachers sufficient time to learn and implement one curriculum with fidelity.

Pilot Cost and Funding

The district has obtained one-year pilot pricing that includes print and digital resources:

- Amplify Desmos Math: approximately \$5,255
- Concepts & Connections: approximately \$5,318
- Total proposed pilot investment: approximately \$10,573

No new or additional funding source is being requested. Pilot expenses will be absorbed within the existing Saint Peter High School budget.

These costs represent pilot-year expenses only and should not be interpreted as the cost of a full grades 9–12 adoption. Full-adoption pricing, ongoing costs, and long-term sustainability will be included in the final recommendation.

Evaluation Framework

Both programs will be evaluated using a common district rubric and evidence expectations. This provides a consistent framework for comparing two curricula with different instructional approaches.

The proposed rubric considers seven areas:

- Minnesota Mathematics Standards alignment
- Student achievement and formative data
- Teacher usability and instructional efficiency
- Print and digital balance
- Differentiation and access for diverse learners
- Quality of vendor support and professional learning
- Long-term cost and sustainability

Evidence will be collected at checkpoints throughout the year rather than relying on teacher preference at the end of the pilot. Evidence may include teacher reflections, standards and pacing reviews, student-learning evidence, classroom assessments, implementation observations, technology and access information, and available platform data.

Recommendation Process

The pilot is designed to lead to a transparent, evidence-based curriculum recommendation.

- Fall 2026: Begin classroom implementation and conduct an initial evidence review.
- Winter 2026–27: Review first-semester implementation, pacing, standards coverage, student access, and teacher usability.
- Spring 2027: Complete a final evidence review and identify any remaining information needed for the decision.
- April 2027: Each two-teacher implementation team independently completes the common rubric for the curriculum it used.
- The department then reviews rubric results alongside student-learning evidence, standards alignment, teacher experience, implementation needs, and full-adoption costs.
- The full High School Math Department discusses the evidence and develops a recommendation.
- May 2027: Administration intends to bring a recommended grades 9–12 mathematics curriculum to the School Board for consideration.

The May recommendation will include the rationale and supporting evidence, rubric results, Minnesota standards alignment, cost comparison, and proposed professional learning and implementation plan for fall 2027.



ADDENDUM

**Regular Board Meeting
Wednesday, September 16, 2026
Saint Peter City Hall
5:00 PM**

VII. ACTION ITEMS

5. AGENDA ITEM #5

Subject: Consider Policies for Approval with a Second Reading

Action: Requires a Motion

Background: The following policy is being brought forward for a second and final reading:

Policy 533: Wellness

- The Policy committee recommends adopting MSBA's Model Policy 533. The recommended changes are needed to be compliant with Federal Law.
- Summary of recommended changes:
 - 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.

This policy was reviewed by the Policy Committee at their September 9 meeting and the Committee recommends its approval.

Presentation: Policy Review Committee
Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your approval of Policy 533 as presented.

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, September 16, 2026 Saint Peter City hall 5:00 PM

VII. ACTION ITEMS

6. AGENDA ITEM #6

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 only minor legislative related changes are being recommended, the committee is recommending approval with a single reading.

- **Policy 402:** Disability Nondiscrimination
 - Minor language changes to reflect legislative updates
- **Policy 423:** Employee-Student Relations
 - Minor language changes to reflect legislative updates related to the prohibition of "Grooming"
- **Policy 521:** Student Disability Nondiscrimination
 - Minor language changes to reflect legislative updates
 - Language change from "disabled students" to "students with disabilities"
- **Policy 722:** Public Data and Data Subject Requests
 - Minor changes to reflect legislative updates

Presentation: Policy Review Committee
Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your approval of policies 402, 423, 521, and 722 in a single reading.

402 DISABILITY NONDISCRIMINATION POLICY

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

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact Kari Lauwagie, 100 Lincoln Drive, Saint Peter, MN 56082, 507-934-4210, klauwagie@stpetersschools.org This individual is the school district's appointed ADA/Section 504 coordinator.
- E. *Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.*

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101 (Americans with Disabilities Act)
29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

423 EMPLOYEE-STUDENT RELATIONSHIPS**I. PURPOSE**

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
 - 1. Dating students.
 - 2. Having any interaction/activity of a sexual nature with a student.
 - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
 - 5. Grooming as prohibited under Minnesota Statutes, section 609.352.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

~~[NOTE: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]~~
- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, 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. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)
Minn. Stat. §§ 609.341-609.352 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment and Prior Restraint)

521 STUDENT DISABILITY NONDISCRIMINATION

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

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment;
 - 3. is regarded as having such an impairment; or
 - 4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.
- E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

Persons who have questions or comments should contact Karie Lauwagie, 100 Lincoln Drive, Saint Peter, MN 56082, 507-934-4210, klauwagie@stpetersschools.org This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
Minn. Stat. § 363A.02, Subd. 1 (Public Policy)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[NOTE: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13 (MGDPA), and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes, section 13D.02, subdivision 8, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a

parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes, section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of Minnesota Statutes, section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes, section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the

responsible authority shall inform the requestor of the determination either orally or in writing at the time of the request, or in writing as soon after that time as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the denial was based.

- (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

- c. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five (5) business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

~~[NOTE: The 2025 Minnesota legislature enacted Subparagraph C.]~~

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

- d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 - 1. The estimated costs of preparing the summary data, if any; and
 - 2. The summary data requested; or
 - 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 - 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BYABOUT AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the

request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within thirty (30) days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 6. Method to contact the requestor (such as phone number, address, or email address).

- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. The school district's Protection and Privacy of Pupil Records policy addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

- 1. The school district will charge for copies provided as follows:
 - a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.
 - b. More than one hundred (100) pages or copies of other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
- 2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

- 1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
- 2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule, 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in Paragraph VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. SAFE AT HOME PARTICIPANTS AND DATA PRIVACY

Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

- A. refuse to provide education services to an individual;
- B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or
- C. otherwise discriminate against an individual.

X. ANNUAL REVIEW AND POSTING

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

Superintendent Graff
100 Lincoln Drive, Saint Peter, MN 56082
507-934-5703
jgraff@stpeterschools.org

Data Practices Compliance Official:

Superintendent Graff
100 Lincoln Drive, Saint Peter, MN 56082
507-934-5703
jgraff@stpeterschools.org

Data Practices Designee(s):

Kimberley Deming
100 Lincoln Drive, Saint Peter, MN 56082
507-934-5703
kdeming2@stpeterschools.org

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources:

MN Department of Administration: [Actual Cost](#)
MN Department of Administration: [Copy Costs](#)
MN Department of Administration: [Education Data](#)



ADDENDUM

**Regular Board Meeting
Wednesday, September 16, 2026
Saint Peter City Hall
5:00 PM**

VIII. INFORMATION ITEMS

1. AGENDA ITEM 1

Subject: First Reading of Revisions to the Policy Manual

Background: The following policies were reviewed by the Policy Committee and are being brought forward for a first reading:

Policy 524: Internet, Technology, and Cell Phone Acceptable Use and Safety

- Language changes that addresses a recent update in legislation which prohibits "Nudification"

Policy 613: Graduation Requirements

- Language changes to reflect current Assessment Coordinator
- Minor legislative reference adjustments
- Language changes to address a recent update in legislation related to awarding diplomas to veterans

Policy 621: Literacy and the Read Act

- Language changes to reflect recent legislative updates

Presentation: Policy Review Committee
Superintendent of Schools, Jon Graff

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

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

V. UNACCEPTABLE USES

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

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory,

threatening, disrespectful, or sexually explicit language;

- c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
- 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 - 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 - 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 - 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 - 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the

information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

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

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

11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user.

a. "Identifiable individual" means a person that is identifiable:

(1) from the image itself, by the person depicted in the image, or by another person; or

(2) from personal information displayed in connection with the image.

b. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.

c. "Nudify" or "nudified" means the process by which:

(1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and

(2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

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

VI. FILTER

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes 125B.15 as follows: "A school district must prohibit, including through use of available software filtering technology or other effective methods, adult access to material that under federal or state law is reasonably believed to be obscene or child pornography."]

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

what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

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

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

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

VIII. LIMITED EXPECTATION OF PRIVACY

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

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated

professional staff before a student may use a school account or resource to access the Internet.

- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

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

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct

questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
 - 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 - 2. the activity is permitted under a judicial warrant;
 - 3. the school district is notified or becomes aware that the device is missing or stolen;
 - 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 - 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 - 6. the activity is necessary to participate in federal or state funding programs,

including but not limited to the E-Rate program.

- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria and will be incorporated into the student handbook for each building in the district.

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

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

XVII. IMPLEMENTATION; POLICY REVIEW

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
[Minn. Stat. § 325E.91 \(Prohibition on Nudification Technology\)](#)
[Minn. Stat. § 609.341, Subd. 5 \(Definitions\)](#)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))

47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180 , 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 Policy 406 (Public and Private Personnel Data)
 Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
 Policy 506 (Student Discipline)
 Policy 514 (Bullying Prohibition Policy)
 Policy 515 (Protection and Privacy of Pupil Records)
 Policy 519 (Interviews of Students by Outside Agencies)
 Policy 521 (Student Disability Nondiscrimination)
 Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
 Policy 603 (Curriculum Development)
 Policy 604 (Instructional Curriculum)
 Policy 606 (Textbooks and Instructional Materials)
[MSBA/MASA Model Policy 625 \(Responsible Use of Artificial Intelligence\)](#)
 Policy 806 (Crisis Management Policy)
 Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- C. ~~"English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.~~
- CD. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- DE. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

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

V. GRADUATION ASSESSMENT REQUIREMENTS

- A. Graduation Requirements
Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- ~~1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with Minnesota Statutes, section 120B.307, subdivision 4, paragraph (d), and to the extent available, to monitor as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analyze analysis of students' progress and performance levels, identifying fication of students' academic strengths and diagnosings of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation,; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student. based on analysis of students' progress and performance data; and~~

1.

2. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student under Subparagraph V.A.1. above must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, 120B.30, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

~~[NOTE: The revisions in Paragraphs A and B align the model policy language with Minnesota Statutes 120B.303.]~~

- C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Four credits of mathematics sufficient to satisfy all of the academic standards in

mathematics;

- C. Four credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;
- D. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- E. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts;
- F. One credit of Physical Education sufficient to satisfy all of the state or local academic standards in Physical Education;
- G. One-half credit of Health sufficient to satisfy all of the state or local academic standards in Health; and
- H. A minimum of nine elective credits.
- I. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.
- J. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
- K. Students that earn a minimum of 2.0 credits in a state approved alternative program including Rock Bend ALC program, Credit Recovery, or ABE are eligible to waive the following credits and meet the requirements of graduation.
 - 1. 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.

2. 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;
3. Two elective credits may be waived; a minimum of seven elective credits must be earned.

~~[NOTE: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature concerning physical education credit and state standards in health. Paragraph 8 was enacted in 2023; it affects students who begin grade 9 in the 2024-25 school year.]~~

VII. GRADUATION STANDARDS REQUIREMENTS

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

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

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. §

120B.07, upon meeting the following conditions:

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

IX. HIGH SCHOOL DIPLOMA FOR VETERANS

A. Diploma

The school district must, upon a request under Paragraph B. below issue a high school diploma to a veteran as defined in Minnesota Statutes, section 197.447 who was unable to complete their high school education for reasons related or unrelated to their military service, and who served:

- 1. during the Korean Conflict; or
- 2. during the Vietnam War.

B. Request

A veteran may request a diploma on their own behalf, or a family member may make a posthumous request on behalf of a deceased veteran or service member. The high school diploma is awarded based on the veteran's knowledge and experience gained while in service, or the veteran's other relevant lived experience. The school district may require the veteran or veteran's requestor to provide evidence that the veteran was a Minnesota public school student or is a current Minnesota resident.

C. No Report Required

The school district is not required to report on diplomas issued under Minnesota Statutes, section 127A.135.

D. Assistance

The Minnesota Department of Veterans Affairs and county veteran service officers may provide assistance to districts fulfilling diploma requests, including but not limited to verification of discharge paperwork.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.13 (Advanced Placement and International Baccalaureate)

Programs)
Minn. Stat. § 120B.251 (Ethnic Studies Requirements)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)
Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)
Minn. Stat. § 127A.135 (High School Diploma for Veterans)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0750 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1350 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

~~Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)~~
~~Minn. Stat. § 120B.018 (Definitions)~~
~~Minn. Stat. § 120B.021 (Required Academic Standards)~~
~~Minn. Stat. § 120B.023 (Benchmarks)~~
~~Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)~~
~~Minn. Stat. § 120B.07 (Early Graduation)~~
~~Minn. Stat. § 120B.11 (School District Process)~~
~~Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)~~
~~Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)~~
~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~
~~Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)~~
~~Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)~~
~~Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)~~
~~Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)~~
~~Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)~~
~~20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)~~

Cross References:

Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)

621 LITERACY AND THE READ ACT

[NOTE: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.118 to 120B.124.]

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in Minnesota Statutes, section 120B.119, subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board ~~as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher~~, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. ~~A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.~~
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one (1) district, jointly by two (2) or more districts, or may provide services to

districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "expressive language" ~~or~~ and "receptive language," includes speaking and listening, and consists of five (5) components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.
- H. "Parent" means a student's parent or legal guardian.
- I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- J. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- K. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- L. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- M. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.
- N. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- O. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six (6) weeks of the school year, by February 15 each year, and again within the last six (6) weeks of the school year. A district must provide vendor-approved screening accommodations to students with documented accommodation plans.
- A district must administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency. The screener must be one of the screening tools approved by MDE.
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:
1. the student's reading proficiency as measured by a screener approved by MDE;
 2. reading-related services currently being provided to the student and the student's progress; and
 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V. below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.
- E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.

- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. For students enrolled in dual language immersion programs:
1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under Paragraph A above;
 2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
 3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
 4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and
 5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.
- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.
- F. [An English language learner must be screened for characteristics of dyslexia according to the vendor's assessment guidelines.](#)
- G. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
 2. the number of students universally screened for that reporting year;

3. the number of students demonstrating characteristics of dyslexia for that year; and
4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

[NOTE: Starting in the 2026-2027 school year, a school district must use only evidence-based literary interventions. The 2025 Minnesota legislature amended Minnesota Statutes, section 120B.12, subdivision 3, to delay the 2025-26 requirement for one school year.]

- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
 7. a statement of whether the school district has adopted an MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level;
 9. the number of teachers and other staff that have completed training approved by the department;
 10. the number of teachers and other staff proposed for training in structured literacy;
 11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
 12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; ~~and~~
 13. beginning on December 31, 2025, for a district with a dual language immersion program:
 - a. the program's partner language;

- b. grade levels included in the program;
- c. the language used to screen students' foundational reading skills;
- d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
- e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level, and.

14. beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.

- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

- A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:
 - 1. reading intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 - 4. curriculum directors;
 - 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;
 - 6. employees who select literacy instructional materials for a district; and
 - 7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
 - 1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 - 2. teachers who provide instruction to students in a state-approved alternative program; and
 - 3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
 - 1. a certified trained facilitator; or
 - 2. a training program that MDE has determined meets the professional development requirements under the Read Act.
- E. [Beginning July 1, 2027, an educator required to receive training under Minnesota Statutes, section 120B.23, subdivision 5, paragraph \(a\), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one \(1\) of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. MDE must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.](#)
- F. [For the 2024-2025, 2025-2026 and 2026-2027 school years only, the hours of instruction requirement under Minnesota Statutes, section 120A.41 for students in elementary and secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction.](#)
[The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 and 2026-2027 school years.](#)
- G. [An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to Minnesota Statutes, section 120B.123, subdivision 5, paragraph \(a\).](#)
- H. [All professional development and digital curriculum resources must comply with the accessibility standards developed according to Minnesota Statutes, section 16E.03, subdivision 9. Professional development provided in accordance with the Read Act is subject to the requirements of Minnesota Statutes, section 363A.43.](#)

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with Minnesota Statutes, section 120B.12, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

The school district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)
[Minn. Stat. § 363A.43 \(Continuing Education; Accessibility\)](#)

Cross References: None



ADDENDUM

REGULAR BOARD MEETING Wednesday, September 16, 2026 Saint Peter City Hall 5:00 PM

VIII. INFORMATION ITEMS

2. AGENDA ITEM #2

Subject: Quarterly Fund Balance Tracker

Background: The "Quarterly Fund Balance Tracker" identifies major budget variations in terms of expenditures and revenues. Changes in these two categories are tracked July to September, October to December, January to March and April to June. These changes are shared monthly with the Business Committee and on a regular basis with the full School Board.

Presentation: Superintendent of Schools, Jon Graff
Business Manager, Megan Gracia

FY27 Quarterly Fund Balance Tracker
Adjustments Identified in Quarter 1 - July-September
Updated 9.8.26

FY27 Beginning Unassigned General Fund Balance	5,917,395
FY27 Budgeted Unassigned General Fund Revenue	29,064,931
FY27 Budgeted Unassigned General Fund Expenses	30,162,891
FY27 Budgeted Unassigned General Fund Transfers	-
FY27 Budgeted Ending Unassigned General Fund Balance	<u>4,819,435</u>
	(58.3 days)

EL Cross Subsidy Revenue	20,622
Enrollment (Down 23 kids)	(230,000)
SPED Reimbursement - Additional HQ Paras	46,598
Total Quarter 1 Revenue Adjustments	(162,780)

Eliminate ELA IXL K-4, NewsELA 5-8, & BrainPop K-4	(14,700)
Shift to Bound	(2,572)
Personnel Changes (see attached)	(102,235)
OFC Contract	30,394
MS HVAC Cost Reductions (service/maintenance)	(20,000)
Total Quarter 1 Expense Adjustments	(109,112)

Total Net Quarter 1 Adjustments - Increasing or (Decreasing) the FB (53,668)

Adjusted FY26 Anticipated Ending Unassigned General Fund Balance 4,765,768

Adjusted Unassigned General Fund Expenditures	30,053,778.9
Unassigned General Fund Expenses/Day	82,339.1
Unassigned General Fund Balance	4,765,767.7
30 Day Expenditure Target	2,470,173.6
Estimated Days of Operation	57.9

Note: Numbers in () are negative

Enrollment Comparisons
FY27ADP vs FY27 YTD
8/28/2026

	FY27ADP	FY27 Enrollment 8/28/2026	Difference
In-Seat			
EC	38.00	38.00	-
KG	130.00	125.26	(4.74)
1	134.73	132.34	(2.39)
2	131.10	128.46	(2.64)
3	151.95	160.66	8.71
4	154.25	151.88	(2.37)
5	160.02	158.73	(1.29)
6	140.72	143.47	2.75
7	165.49	159.90	(5.59)
8	148.16	148.82	0.66
9	174.61	167.99	(6.62)
10	176.99	182.84	5.85
11	158.49	161.16	2.67
12	169.49	192.15	22.66
	<u>2,034.00</u>	<u>2,051.66</u>	<u>17.66</u>
Rockbend			
9	0	0.00	-
10	0	0.00	-
11	5	3.00	(2.00)
12	10	4.00	(6.00)
	<u>15.00</u>	<u>7</u>	<u>(8.00)</u>
Tuition-Out			
Tuition EC	0.00	0.00	-
Tuition K	0.00	0.00	-
Tuition 1-3	5.93	5.93	-
Tuition 4-6	6.20	6.20	-
Tuition 7-12	14.54	14.54	-
	<u>26.67</u>	<u>26.67</u>	<u>-</u>
Adj. Per PY Average Drops	0.00	-33.00	-33.00
Total Enrollment			
	<u>2,075.67</u>	<u>2,052.33</u>	<u>(23.34)</u>
	-	-	(0.00)