SAINT PETER SCHOOL BOARD
Regular Board Meeting
Wednesday, October 21, 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 - Edison Zender - North Elementary
2. Student Council Report — Lyric Ruble, Ellie Graham and Gabrielle DeVos
VII. **Action Items**
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2. Consider Approval of the 2026-2027 Superintendent Goals 21
3. Consider Approval of the 2026-2027 District Strategic Plan 24
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5. Consider Approval of Contracting with MSBA for Strategic Planning Services 34
6. Consider Policies for Approval with a Second Reading 35
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8. Consider Approval of a Resolution Supporting the District's Application for a Grant from the Minnesota State High School League (MSHSL) Foundation 94
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VIII. **Information Items**
1. First Reading of Revisions to the Policy Manual 100
2. Fundraising Plans by Site for 2026-2027 103
IX. **Reports**
1.
1. Building Principals
2. Superintendent of Schools
3. Board Members -
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**

- **Policy Committee Meeting:** November 10, 2026, at 4:00 PM (DO)
- **Education Committee Meeting:** November 12, 2026, at 1:00 PM (DO)
- **Business Committee Meeting:** November 12, 2026, at 2:30 PM (DO)
- **Regular School Board Meeting:** November 18, 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, October 21, 2026
Saint Peter City Hall
5:00 PM

V. CONSENT AGENDA

1. Approval of the Regular Board Meeting Minutes of September 16, 2026.
2. Approval of the Study Session Meeting Minutes of September 23, 2026.
3. Approval of the Study Session Meeting Minutes of October 7, 2026.
4. Approval of Bills and Wire Transfers ($6,303,245.73) for September 2026.
5. Personnel Updates
    a. Please see the attached Personnel Updates document

Saint Peter Public Schools

Regular School Board Meeting Minutes

Date: Wednesday, September 16, 2026
Location: Saint Peter City Hall
Attendance:

- Members Present: Rita Rassbach, Ken Rossow, Tracy Stuewe, Charlie Potts, Bill Kautt, Drew Dixon and Kate Martens
- Members Absent: None
- Others Present: Ytive Prafke, Jana Sykora, Darin Doherty, Jessica Buttell, Annette Engeldinger, Jon Graff, Megan Gracia, Kimberley Deming and members of the public.

1. Call to Order & Agenda Approval

- **Call to Order:** Chair Potts called the meeting to order at 5:01 p.m.
- **Approval of Agenda:** A motion was made by Stuewe, seconded by Kautt, to adopt the agenda as presented. The motion carried unanimously.

2. Consent Agenda

The consent agenda items listed below were approved on a motion by Rossow, seconded by Rassbach. The motion carried unanimously.

- **Minutes:**
  - Approval of the Regular Board Meeting minutes of August 19, 2026.
- **Bills & Wire Transfers:**
  - Approval of payments totaling $4,533,460.94 for August 2026.
- **Personnel Changes:**
  - Hiring: Approval of the hiring of Thomas Miller, Alessandra Mersman, Jill Schaffer, Heidi Niemeyer, Jeremy Bahr, Elizabeth White, Michelle Budach, Danika Hiniker, Georgia McManus, Corrington Jones-Collier, Kerri Ambrose, Marilyn Stutsman, Anna Goodman, Sonja Schoenecker, Britni Klatt, Leah Seath, Karen Mehlhaff, Lindsay O'Donnell, Mackynzie Leonard, Gabrielle Hoernemann, Olivia Denzer, Stephanie Moldaschel, William Helder and Drake Smuder.
  - Resignations: Acceptance of resignations from Alejandra Bonilla Hirdman, Kaia Meyer, Ainsley Thode, Mara Lien, Theresa Lekander, Keona Sisler, Bridget Mullaly, Shannon Ziegler, Lorna Sandvik, Michele Blaschko and Sheila Truebenbach.
  - Transfers: Approval of a transfer for Brad Boyer.

3. Action Items

- **Approval of Resolution Accepting Donations:** A motion was made by Kautt, seconded by Martens, to approve a resolution accepting donations from Steve and Lynn Kidder and Steve and Lori Kershner. These contributions were donated to the Saint Peter Community Choir in memory of Alan Bruflat. Following a roll call vote, the motion passed 7-0.

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

- **Consider Certification of Preliminary 2026 Pay 2027 Levy:** On an annual basis, the School Board has the responsibility to set the levy for property taxes. Business Manager Megan Gracia presented preliminary figures for the initial 2026 pay 2027 levy. The final levy amount will be set at the December Board meeting. Kautt made a motion, seconded by Dixon, to recommend certifying the maximum allowable levy. The motion carried unanimously.

- **Consider Approval of 2026-2027 Substitute Rates:** Periodically, the Administrative Team makes a recommendation to the Board to update the rates of pay for the district's substitute staff. Superintendent Graff presented recommendations for changes to the rates for substitute office support staff and interpreters. A motion was made by Rossow, seconded by Rassbach, to approve the rates as presented. The motion carried unanimously.

- **Consider Approval of Math Pilot Curriculum Purchase:** Policy 606 gives the School Board final authority over decisions regarding the selection of textbook and instructional materials. A recommendation was made by the district's Curriculum Coordinator, Darin Doherty, to purchase math curriculum materials to be used as a high school pilot program in conjunction with the ongoing math curricular review process. A motion was made by Martens, seconded by Kautt, to approve the one year purchase of Amplify Desmos Math and Concepts and Connections to be piloted during the 2026-2027 school year. The motion carried unanimously.

- **Policies for Approval with a Second Reading:** A motion was made by Stuewe, seconded by Martens, to approve Policy 533 with a second reading. Superintendent Graff reminded the School Board that the recommended updates to policy language regarding managing food and beverages served at class parties and celebrations, addressing triennial assessment results to the public, and addressing a plan to update this plan based on triennial assessment results, must be implemented for the district to remain compliant with Federal Law. The motion carried unanimously.

- **Policies for Approval in a Single Reading**: Superintendent Graff informed the Board that Policies 402 (Disability Nondiscrimination), 423 (Employee-Student Relations), 521 (Student Disability Nondiscrimination) and 722 (Public Data and Data Subject Requests) were reviewed as part of the district's regular policy review cycle, and updates include minor language changes that reflect legislative updates. A motion was made by Martens and seconded by Rassbach to approve these policies with a single reading. The motion carried unanimously.

4. Information Items

- Superintendent Graff presented the Board with the first reading of proposed revisions to Policies 524 (Internet, Technology, and Cell Phone Acceptable Use and Safety), 613 (Graduation Requirements) and 621 (Literacy and the Read Act). Due to the significance of the language changes taking place within these policies, the Policy Committee wanted to provide the Board an opportunity to review the recommended updates.

- *Quarterly Fund Balance Tracker* - Business Manager Gracia provided updates to the School Board regarding expenditure and revenue budget variations that have been identified on the Quarterly Fund Balance Tracker.

5. Reports

- **Special Programs Administrator:**
  - Early Childhood classes are in full swing
  - Students are developing relationships and routines
- **South Elementary:**
  - Close to 100% of families attended entrance conferences
  - Students are practicing school safety and new school routines
  - September is Attendance Awareness month
  - Staff and students are celebrating Hispanic Heritage Month
- **OLA**
  - Students are learning new routines
  - Staff and students are celebrating Hispanic Heritage Month
- **North Elementary**
  - A building wide assembly took place on Friday, September 18
  - Students are practicing all aspects of back to school safety
- **Saint Peter Middle School:**
  - A PBIS assembly took place on Friday, September 18
  - Students are practicing school safety and Standard Response Protocol procedures
  - Education students from Gustavus will begin supporting teachers in classrooms
- **Saint Peter High School**:
  - 70% of 9-11 grade students attended the September 2 open house
  - Rock Bend being located at the high school is going well
- **Superintendent of Schools:**
  - Graff gave an update regarding recent phishing attacks on the district
  - Reminded the Board of upcoming study session dates
- **Around the Table Updates:**
  - Rassbach - the middle school building looks fantastic
  - Rossow - appreciates that the Rock Bend program is available for students
  - Stuewe - the middle school building looks great
  - Kautt - thanked the district for a great welcome back program at Gustavus
  - Dixon - phases of the middle school project are coming together quite well
  - Martens - expressed excitement for the start of the school year and reminded individuals of the NAPAC walk on 10/5.
- **Board Committee Updates:** Superintendent Graff gave a brief update on the OFC athletic trainer contract.

6. Upcoming Meetings

- **School Board Study Session:** September 23, 2026, at 5:00 PM (SPMS Media Center)
- **School Board Study Session:** October 7, 2026, at 5:00 PM (SPMS Media Center)
- **Education Committee Meeting:** October 8, 2026, at 1:00 PM (District Office)
- **Business Committee Meeting:** October 14, 2026, at 10:00 AM (District Office)
- **Policy Committee Meeting:** October 14, 2026, at 4:00 PM (District Office)
- **Regular School Board Meeting:** October 21, 2026, at 5:00 PM (City Hall)

7. Adjournment

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

Date Approved: October 21, 2026

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Kate Martens, Board Clerk

Saint Peter Public Schools

Study Session School Board Meeting Minutes

Date: Wednesday, September 23, 2026
Location: Saint Peter Middle School - Media Center
Attendance:

- Members Present: Rita Rassbach, Ken Rossow, Charlie Potts, Bill Kautt and Kate Martens
- Late Arrival: Tracy Stuewe arrived at 5:33 p.m.
- Members Absent: Drew Dixon
- Others Present: Gail Gilman, Jon Graff and Kimberley Deming

Call to Order & Agenda Approval

- Chair Potts called the meeting to order at 5:01 p.m.
- A motion was made by Rassbach seconded by Martens, to adopt the agenda as presented. The motion carried unanimously by members present.

MSBA Strategic Planning Presentation

Gail Gilman, MSBA Director of Strategic Planning and Board Leadership, presented detailed information regarding the Minnesota School Boards Association's (MSBA) strategic planning services. These services assist school boards and superintendents with establishing long-term direction, meeting state legal requirements, and improving student learning.

Service Scope & Process

- **Meeting Structure:** The standard process includes five sessions:
    1. One Listening Session Meeting
    2. Three framework creation meetings focused on developing the district's belief statements, mission statement, vision statement, goals, and objectives.
    3. One meeting dedicated to clarifying the Strategic Planning Committee's work.
- **Stakeholder Input:** MSBA administers anonymous community and internal surveys to pinpoint strengths, priorities, and areas for improvement, providing summary reports to leadership.

During the presentation, MSBA outlined that its role is to support the Board in setting school district direction and goals, while the Board provides governance, formalizes the plan, allocates resources, and monitors progress. School district staff remain responsible for developing the action plan to achieve these goals.

The base fee for this service incorporates travel, preparation, facilitation, and a comprehensive final report to direct administration implementation.

Board Strategic Planning Discussion

Following discussion, the School Board consensus was to move forward with further consideration at the upcoming Education Committee meeting. If appropriate, the Education Committee will present a formal recommendation for full board approval at the October 21, 2026 Regular School Board meeting.

Upcoming Meetings

- **School Board Study Session:** October 7, 2026, at 5:00 PM (SPMS Media Center)
- **Education Committee Meeting:** October 8, 2026, at 1:00 PM (District Office)
- **Business Committee Meeting:** October 14, 2026, at 10:00 AM (District Office)
- **Policy Committee Meeting:** October 14, 2026, at 4:00 PM (District Office)
- **Regular School Board Meeting:** October 21, 2026, at 5:00 PM (City Hall)

Adjournment

A motion was made by Martens, seconded by Rassbach, to adjourn the meeting at 6:10 p.m. The motion carried unanimously.

Date Approved: October 21, 2026

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Kate Martens, Board Clerk

Saint Peter Public Schools

Study Session School Board Meeting Minutes

Date: Wednesday, October 7, 2026
Location: Saint Peter Middle School - Media Center
Attendance:

- Members Present: Rita Rassbach, Ken Rossow, Bill Kautt, Drew Dixon and Kate Martens
- Late Arrivals: Tracy Stuewe at 5:08 p.m. and Charlie Potts at 5:12 p.m.
- Early Departure: Charlie Potts at 5:58 p.m.
- Others Present: Ytive Prafke, Jana Sykora, Darin Doherty, Jessica Buttell, Annette Engeldinger, Jon Graff and Kimberley Deming

Call to Order & Agenda Approval

- Vice Chair Dixon called the meeting to order at 5:00 p.m.
- A motion was made by Rassbach seconded by Kautt, to adopt the agenda as presented. The motion carried unanimously by members present.

Annual Report on Student Achievement

Each year the school district engages in regular and ongoing data collection and reporting to stakeholders regarding student achievement. Principal Jessica Buttell discussed details from *The Annual Report on Student Achievement,* an in-house report that identifies student performance across various standardized assessments. Mrs. Buttell provided a description of state-required assessments for Minnesota and highlighted details from the *North Star Report*, which summarizes student achievement and growth within identified areas. Additionally, Principal Buttell summarized the MCA Math, Reading, and Science results. The Board discussed proficiency levels, academic achievement, and student cohort trends across the district. A snapshot of the Saint Peter ISD 508 District Testing and Assessment Calendar for the 2026-2027 school year was also provided.

District and Building/Program Level Strategic Plans

Superintendent Graff shared a draft of district-level commitments, initiatives, and strategic plans for the 2026-2027 school year. Key priorities for the district include implementing the newly adopted curriculum improvement plan, improving delivery of the Multi-tiered System of Supports (MTSS), continuing the implementation of culturally responsive pedagogy, and completing a comprehensive strategic planning process for 2027-2028 through 2031-2032. Each building principal then presented their strategic initiatives, key performance indicators, and critical action plans for the upcoming school year.

Superintendent Goals

Dr. Graff presented a draft of his Superintendent Goals for the 2026-2027 school year, which have been developed in alignment with his vision for Saint Peter Public Schools, previous strategic plans, and current district priorities. Superintendent Graff noted that these goals align with the district's mission to inspire a passion for learning that enables all individuals to reach their highest potential. His five key goals include:

- Ensuring that the Mend the Middle Project remains on time and within budget.
- Strengthening community partnerships.
- Ensuring fiscal and organizational management.
- Improving student learning outcomes.
- Completing a comprehensive strategic planning process for 2027-2028 through 2031-2032.

Upcoming Meetings

- **Education Committee Meeting:** October 8, 2026, at 1:00 PM (District Office)
- **Business Committee Meeting:** October 14, 2026, at 10:00 AM (District Office)
- **Policy Committee Meeting:** October 14, 2026, at 4:00 PM (District Office)
- **Regular School Board Meeting:** October 21, 2026, at 5:00 PM (City Hall)

Adjournment

A motion was made by Stuewe, seconded by Rassbach, to adjourn the meeting at 7:05 p.m. The motion carried unanimously by members present.

Date Approved: October 21, 2026

_____

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.stpeterschools.org

Date: October 21, 2026

To: Dr. Jon Graff - Superintendent

From: Melic Thomas - Finance Accountant

Monthly Business Office bills & Payroll Amounts:

September 2026 - Business Office checks	$4,014,378.90
September 2026 - Business Office wire payments	$1,160,849.88
September 2026 - Payroll	$1,128,016.95
	$6,303,245.73

Monthly Student Activity Amounts:

August/September 2026 - South Elementary	$0.00
August/September 2026 - North Elementary	$0.00
August/September 2026 - Middle School	$0.00
August/September 2026 - High School	$0.00
	$0.00

St. Peter Public Schools	Sep-26	
Outgoing Wire Payments		
MSDLAF to USBank - 2022 Refunded Bond		
MSDLAF to USBank - 2024 Bond		
BCBS - medicare health	9/22/2026	8,407.00
Medicare Blue RX - July	9/1/2026	8,140.00
Life	9/1/2026	3,145.27
LTD	9/9/2026	3,958.42
NIS - MN Paid leave premium - September	9/2/2026	13,352.73
VISA	September	23,021.16
IRS federal payroll taxes	9/15/2026	171,502.59
IRS federal payroll taxes	9/30/2026	184,687.89
MN state payroll taxes	9/1/2026	26,708.34
MN state payroll taxes	9/16/2026	30,202.97
MN UI Fund		
PERA payments	9/15/2026	21,696.81
PERA payments	9/30/2026	30,191.62
TRA payments	9/15/2026	110,989.17
TRA payments	9/30/2026	112,752.14
Education MN/ESI	9/1/2026	50.00
Edu Benefits Cons (Horace Mann, Ameriprise, ...)	9/15/2026	8,949.83
Colonial Life	9/3/2026	2,415.64
Colonial Life	9/4/2026	13,671.11
EyeMed	9/2/2026	1,322.83
Arbiter-Pre fund	9/2/2026	15,000.00
Arbiter-Pre fund	9/14/2026	15,000.00
Arbiter-Pre fund	9/24/2026	15,000.00
HomeTown - Dental direct debits	9/8/2026	6,939.73
HomeTown - Dental direct debits	9/14/2026	3,467.84
HomeTown - Dental direct debits	9/21/2026	4,095.67
HomeTown - Dental direct debits	9/22/2026	1,951.04
HomeTown - Dental direct debits	9/28/2026	2,941.79
HomeTown - BCBS debits	9/3/2026	140,709.08
HomeTown - BCBS debits	9/10/2026	55,979.57
HomeTown - BCBS debits	9/17/2026	36,570.69
HomeTown - BCBS debits	9/24/2026	53,495.81
HomeTown - Healthiest You	9/2/2026	2,737.75
FNB HSA/VEBA-Medsurety/Matrix Trust	September	31,795.39
	Total Outgiong Wire Payments	**1,160,849.88**

Personnel Changes Summary for School Board Review - October 21, 2026

Staff Hires

Employee Name	Staff Replacing	Position	Location	Start Date	Lane/Level/Step	Salary
Forrest Olson	N/A	Gustavus Choir Intern	Saint Peter Middle School	9/10/26	N/A	$800 stipend per semester
Alyona Viznyuk	Mara Lien	Saints Overtime Assistant	Community Education	9/14/26	N/A	$17.15/hr
Olivia Strandquist	Lily McCargar	Saints Overtime Assistant	Community Education	9/21/26	N/A	$17.15/hr
Ruth Stark	Alicia Pete	SPED Paraprofessional	Saint Peter High School	9/22/26	Lane A/Step 2	$21.05/hr
Joseph Delacruz	Timothy Stoffel	Afternoon Custodian	Saint Peter Middle School	9/28/26	Step 1	$20.16/hr
Alex Kane	N/A	Gustavus Communications Intern	Saint Peter High School	9/28/26	N/A	$2400 stipend per semester
Isaac Alger	N/A	Paraprofessional	Saint Peter Middle School	10/12/26	Lane A/Step 1	$20.65/hr

Staff Retirements/Resignations/Terminations

Employee Name	Position	Location	Last Date of Employment	Reason for Separation	Will this position be replaced?
Andrew Vollmer	SPED Paraprofessional	Saint Peter High School	4/30/26	Termination	Yes
Alicia Pete	SPED Paraprofessional	Saint Peter High School	9/3/26	Resignation	Yes
Dominic Jannette	SPED Paraprofessional	Saint Peter High School	9/18/26	Resignation	Yes
Bridget Campbell	Housekeeper	North Elementary and Oshawa Learning Academy	9/30/26	Resignation	Yes
Ellen Fischenich	SPED Paraprofessional	South Elementary	10/5/26	Summer Stars program has ended	No
Isabella Shelton	SPED Paraprofessional	North Elementary	10/14/26	Resignation	Yes
Steven Sassenberg	SPED Paraprofessional	North Elementary	10/28/26	Resignation	Yes
Roxane Kennedy	SPED Paraprofessional	South Elementary	11/4/26	Resignation	Yes
Rebecca Thurston	School Nurse .6	South Elementary	10/30/26	Resignation	Yes

Staff Transfers

Employee Name	New position	New Location	Former Position	Former Location	Effective Date of Transfer	Will this position be replaced?

ADDENDUM

Regular Board Meeting
Wednesday, October 21, 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. Donations in the amounts of $8,035.37 and $6,015.07 from the Saint Peter Booster Club were received by the activities department. These donations are to reimburse the district for Booster Club approved items purchased throughout last spring and summer.

2. South Elementary received a donation in the amount of $150.00 from Sarah Riviere. This donation will be placed in the Star Pride PBIS account for future use.

3. South Elementary received a donation of sand from Keeley's Landscape Supply of Saint Peter. This donation of sand will be used in the sensory sand tubs at South.

4. The Native American Parent Advisory Committee (NAPAC) received a donation in the amount of $1,500 from the Good Neighbor Diversity Council. This donation will be put towards the Indigenous Peoples' Day Walk that was held on October 12, 2026.

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)
Saint Peter Booster Club	$8,035.37 and $6,015.07 donations	Reimbursement for spring and summer Booster Club approved activities department purchases.
Sarah Riviere	$150.00 donation	This donation will be placed in the Star Pride PBIS account for future use.
Keeley's Landscape Supply of Saint Peter	Donation of sand	This sand will be used in the sensory sand tubs at South Elementary.
Good Neighbor Diversity Council	$1500.00 donation	This donation will be put towards the Indigenous Peoples' Day Walk that was held on October 12, 2026.

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly passed.

Dated: October 21, 2026

_____
Kate Martens, Board Clerk

SPHS ACTIVITIES OFFICE | 2121Broadway Avenue | Saint Peter, MN 56082 | 507-934-4212 (Office) | www.stpeterschools.org

MEMO TO: Superintendent, Dr. Jon Graff,
Members of the School Board
FROM: Shea Roehrkasse
DATE: 9.28.26
SUBJECT: 9.9.26 Booster Donation

Please accept this donation from the Saint Peter Booster Club for $8,035.37 & $6,015.07. This is for items throughout the end of last Spring & Summer that our Booster club approved to reimburse the school. Please let me know if you have any questions.

Thank you,

Shea Roehrkasse
Activities Director

MEMO TO:	**Dr. Graff, Superintendent** **School Board**
FROM:	**Jana Sykora**
DATE:	**October 5, 2026**
SUBJECT:	**Star Pride Donation** **Sarah Riviere**

I am pleased to inform you that our organization has received a $150.00 donation from Sarah Riviere for our Star Pride PBIS account.

I request the Board's approval to officially accept this generation donation.

MEMO TO:	**Dr. Graff, Superintendent** **School Board**
FROM:	**Jana Sykora**
DATE:	**October 6, 2026**
SUBJECT:	**Donation of Sand** **Keeley's Landscape Supply**

I would like to formally thank Keeley's Landscape Supply of Saint Peter for donating sand to South Elementary for our sensory sand tubs.

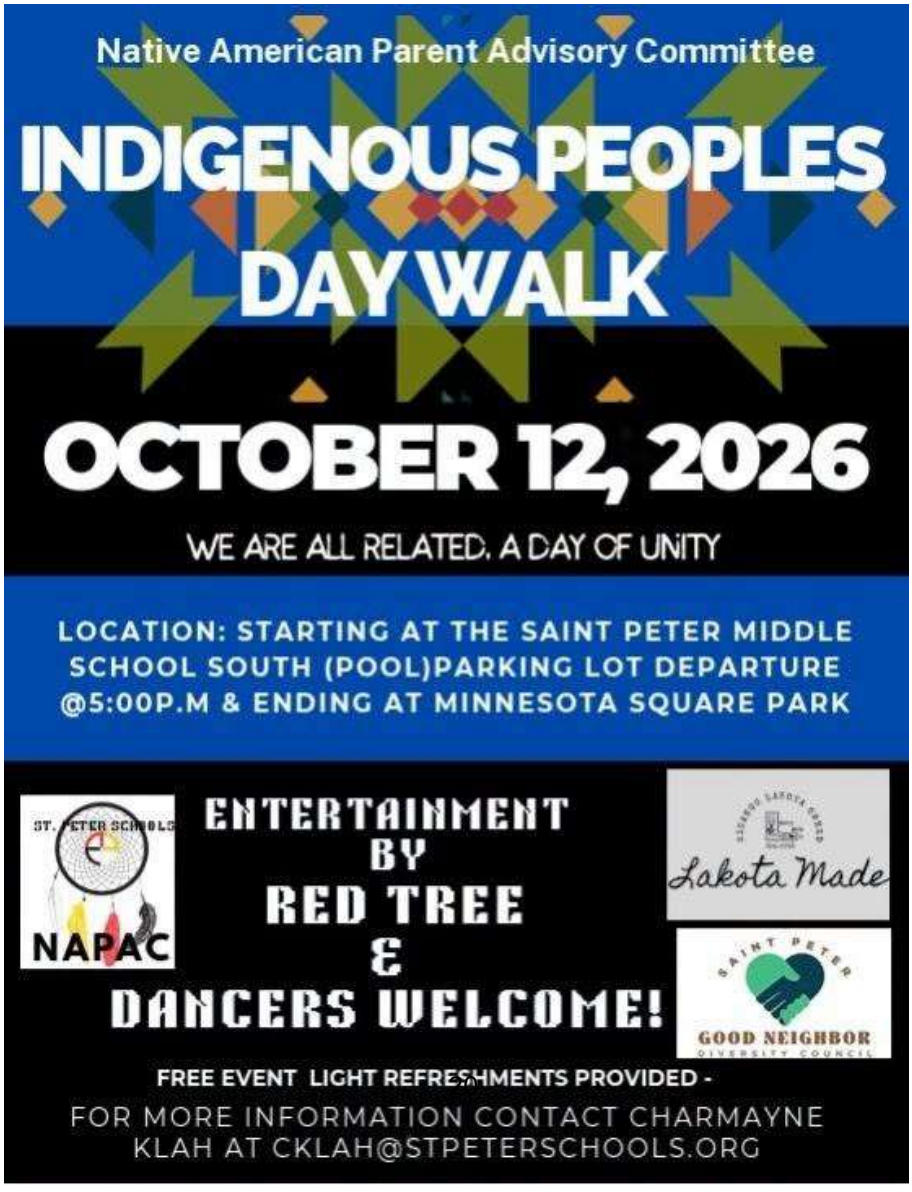
I request the Board's approval to officially accept this much-needed and appreciated donation.

TO:	Superintendent Jon Graff School Board Members
FROM:	Megan Gracia, Business Manager
DATE:	October 14th, 2026
RE:	Indigenous Day Walk Donation

Good Neighbor Diversity Council generously donated $1,500 to be put towards the Indigenous Peoples' Day Walk. This event was put on by the Native American Parent Advisory Committee (NAPAC) and was held on October 12th. For more information, see the flyer below.

We ask that you accept this donation.

CC:
Charmayne Klah



ADDENDUM

Regular Board Meeting
Wednesday, October 21, 2026
Saint Peter City Hall
5:00 PM

VII. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Approval of the 2026-2027 Superintendent Goals

Action: Requires a Motion

Background: The superintendent goals for the year were developed by Chair Potts and Superintendent Graff with input from the school board. These goal areas will be included in the components to be used during the 2026-2027 superintendent evaluation process.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend approving the 2026-2027 Superintendent Goals.

Superintendent Goals: 2026-2027

Mission: To inspire a passion for learning that enables all individuals to reach their highest potential.

Commitments:
We will strive to ensure:

- A safe and welcoming learning community
- Student success
- A culture of continuous improvement, staff development, and support
- Organizational effectiveness and sustainability

Initiatives/Strategies:

1. Ensure Mend the Middle Project is on Time and Within Budget
2. Strengthen Community Partnerships
3. Ensure Fiscal and Organizational Management
4. Improve Student Outcomes
5. Complete Comprehensive Strategic Planning Process for 2027-2028 through 2031-2032

Initiative/Strategy	Key Performance Indicators	Critical Actions
#1 Ensure Mend the Middle Project is on Time and Within Budget	● Phase 3 ○ Starts and ends on time ○ Stays within the parameters of the approved budget ○ Meets the design's expectations.	● Maintain open communications with ICS, APX, PSM, and EC/SPMS administration ● Provide regular updates to the board via committee/board meetings, and bi-weekly updates
#2 Strengthen Community Partnerships	● Research, explore, and/or implement innovative ways to support the district's strategic priorities. ● Develop/support a reliable pipeline for highly qualified teacher applicants ● Utilize professional development opportunities	● Explore/Implement additional partnerships with Gustavus Adolphus College ● Participate in Cities, Colleges, and Universities Advisory Committee; City of St. Peter's Sustainability Task Force; Big South Superintendent's meetings; Little 10; and the Lead CTE cohort (SCSC)
#3: Ensure Fiscal and Organizational Management	● Quarterly fund balance updates to the board ● Fiscal Management Plan based on three year roll out ● Maintain a fund balance reserve of 30 - 36 days.	● Weekly budget meetings with business manager ● Monthly business committee meetings ● Report summary of district revenues and expenditures via the quarter fund balance tracker ● Develop, monitor, and adjust the three year budget roll out and fiscal management plan.
#4: Improve Student Outcomes	● Improved MCA proficiency ● Improved student perception data ● Improved attendance rates ● Decrease failure rates ● Decreased behavior referrals	● Develop alignment through a clear district mission, vision, and direction. ● Align resources and efforts through the strategic planning process. ● Continue weekly principal/administrative team meetings to ensure progress on district level strategic plans ● Continue monthly individual principal meetings to ensure progress on building/program level strategic plans.
#5: Complete a Comprehensive strategic planning process for 2027-2028 through 2031-2032	● Identification of district and community priorities ● Creation of Portrait of a Graduate ● Development of 3 - 5 year action plan	● Identify partner ● Gather information from students, staff, and community ● Identify themes/priorities ● Develop 3-5 year action plan ● Communicate plan

ADDENDUM

Regular Board Meeting
Wednesday, October 21, 2026
Saint Peter City Hall
5:00 PM

VII. ACTION ITEMS

3. AGENDA ITEM #3

Subject: Consider Approval of the 2026-2027 District Strategic Plan

Action: Requires a Motion

Background: Annually, the board reviews the broad goals and directions of the school district. A general overview of the district's strategic plan will be presented and formal approval will be considered. The board engaged in an in-depth review of district and building level strategic plans at its October 7 study session.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend the board's approval of the 2026-2027 District Strategic Plan.

District Strategic Plan

Mission:
To inspire a passion for learning that encourages and enables all individuals to reach their highest potential.

Commitments:
Ensuring:

- A Safe and welcoming learning community
- Student success
- A culture of continuous improvement and staff development
- Organizational effectiveness and sustainability

2026-2027 Initiatives/Strategies:

1. Implement newly adopted ELA and social studies curriculum and continue to carry out district wide curricular improvement plans
2. Improve delivery of Multi-tiered System of Supports (MTSS)
3. Implement Culturally Responsive Pedagogy
4. Complete a comprehensive strategic planning process for 2027-2028 through 2031-2032

Strategic Priority/Initiative (What do we hope to accomplish?)	**Key Performance Indicators** (How will we know if we've accomplished it?)	**Critical Actions** (What will we have to do to make it happen?)	**Action Plan**
Initiative/Strategy #1 Implement newly adopted ELA and social studies curriculum and continue to carry out district wide curricular improvement plans	• Increase MCA proficiency • Work toward 100% proficiency on curriculum walk-throughs	• Develop 2026-2027 curriculum review/PD schedule • Develop/implement administrator and teacher walk-through procedure and look-fors. • Implement quarterly Admin data review meetings	Action Plan
Initiative/Strategy #2 Improve delivery of Multi-tiered System of Supports (MTSS)	• Increase MCA proficiency • Increased attendance rates • Decrease failure rates • Decrease special education referrals • Decrease repeat behavior offenses	• Further develop/refine common data collection practices • Implement/utilize EduClimber • Clarify roles/responsibilities at each tier • Study effective tier 2 and 3 interventions	Action Plan
Initiative/Strategy #3 2nd Year of Culturally Responsive Pedagogy implementation	• Walk-through data (teacher evaluation rubric) • Improved perception data (I feel like I belong)	• Develop teacher evaluation rubric data analysis platform • Provide ongoing professional development • Evaluate "new" curriculum's effectiveness in enhancing culturally responsive pedagogy • Develop and implement common perception surveys	26 Action Plan
Initiative/Strategy #4 Complete a comprehensive strategic planning process for 2027-2028 - 2031-2032	• Identification of District and community priorities • Creation of a "Portrait of a Graduate" • Development of 3 - 5 year action plan	• Identify partner to support the process • Gather information from students, staff, and community • Identify themes/priorities • Develop 3-5 year action plan • Communicate plan	Action Plan

ADDENDUM

Regular Board Meeting
Wednesday, October 21, 2026
Saint Peter City Hall
5:00 PM

VII. ACTION ITEMS

4. AGENDA ITEM #4

Subject: Consider Approval of Gymnastics Cooperative with Cleveland Public Schools

Action: Requires a Motion

Background: The Cleveland school district has made a formal request to join the Gymnastics Cooperative with Saint Peter and LeSueur-Henderson Public Schools. The process for forming a Cooperative is governed by the Minnesota State High School League (MSHSL). In addition, our district has developed a checklist to aid in the process of considering a cooperative sponsorship of athletic teams. This checklist is included in your materials for the meeting. This request has been reviewed by the district's MSHSL Advisory Committee and the Education Committee of the School Board. Both of these committees recommend your approval of a Gymnastics Cooperative with Cleveland Public Schools.

Presentation: Superintendent of Schools, Jon Graff
Activities Director, Shea Roehrkasse

Options/Recommendation: I recommend your approval of Cleveland Public Schools joining the Gymnastics Cooperative with Saint Peter and LeSueur-Henderson Public Schools.

This document is designed to be a checklist to aid in the process of considering a cooperative sponsorship of Athletic Teams with another MSHSL Sanctioned school. All steps must be completed and/or answered before a cooperative can be formed.

1. Is there a need for a cooperative sponsorship in order for Saint Peter to field competitive teams at the Varsity and Junior Varsity levels?
    a. Answer: Yes, we are projecting about 10 girls next year that would be competition ready with their skills.

2. Will a cooperative sponsorship increase opportunities for Saint Peter students to participate in the activity (Varsity, Junior Varsity, lower levels)?
    a. Answer: It would not impact as students would still be able to compete at the levels their skills are at.

3. Does the district have the necessary facilities to handle the number of students expected to participate in the cooperative activity?
    a. Answer: Yes, through GAC.

4. Will the expenses for the cooperative be "cost neutral" or lower for the Saint Peter School District?
    a. Answer: Potentially lower as we could put into the Co-Op that the cost be shared based on % of participants, much like our Bulldog Hockey one.

5. Will the cooperative place the activity in a higher level of classification at the Section level?
    a. Yes or No: _NO__ If yes, explain:

6. Have Saint Peter coaches in the proposed activity been given an opportunity to "weigh" in on a possible cooperative?
    a. Answer: Yes, they are in favor as it would increase our numbers of girls that are competition ready.

7. Has the MSHSL Advisory Committee been given an opportunity to provide input on the proposed cooperative?
    a. Answer: No

8. Will the Big South Conference, Section, and/or Region give their approval for the cooperative? (Must have approval to move forward to step 9.)

Yes, this has been approved at both levels.

9. Has the Education Committee of the Saint Peter School Board been presented with the information on the cooperative sponsorship and been given the opportunity to provide input and ask questions? (Must have approval to bring the sponsorship to the full school board to move on to step 10.)
    a. Answer:

10. Has the cooperative sponsorship application been brought in front of the full school board for approval? (Must have approval and signatures to move forward to step 11.)
    a. Answer:

11. Complete the MSHSL Application for Cooperative Sponsorship form and send it to the other school(s) to complete their portion.
    a. Date Sent: _____

    b. Date Returned: _____

12. Send completed application to the MSHSL for approval.
    a. Date Sent: _____

    b. Approved or Denied by MSHSL: _____

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for DISSOLUTION of Cooperative Sponsorship

Deadline: Not later than the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for dissolution of cooperative sponsorship.

On behalf of the following schools, we hereby apply for dissolution of the cooperative sponsorship of

Gymnastics beginning with the 2026 - 2027 school year.
(activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	City
High School #1:	St. Peter High School	St. Peter
High School #2:	Le Sueur - Henderson High School	Le Sueur
High School #3:		
High School #4:		

1. Has the school board of each member school of the existing co-op approved a resolution to dissolve the co-op?

☐ **Yes** A copy of the resolution approved by the school board of each member school, stating the reason to dissolve the co-op, MUST be included with this application.

☐ **No** DO NOT SUBMIT this application until a resolution, stating the reason to dissolve the existing co-op, has been approved by the school board of each member school.

2. Please circle appropriate letter.

Member School			
High School #1	A	B	(C)
High School #2	A	B	C
High School #3	A	B	C
High School #4	A	B	C

Reason for the Dissolution

A. Our school is dropping the activity.

B. Our school will sponsor this activity without a cooperative sponsorship.

C. Our school will sponsor this activity as part of a new cooperative sponsorship. Please submit an Application for Cooperative Sponsorship for the new co-p.

Signature of the person duly authorized by the member school to act on behalf of the member school.

High School **#1:** _____ Designated School Representative _____ Title of the Designated School Representative

High School **#2:** _____ Designated School Representative _____ Title of the Designated School Representative

High School **#3:** _____ Designated School Representative _____ Title of the Designated School Representative

High School **#4:** _____ Designated School Representative _____ Title of the Designated School Representative

Official Action of the MSHSL Board of Directors

☐ Approved ☐ Not Approved

Signature: _____ Date: _____
MSHSL Executive Director

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Gymnastics (activity) (boys' or girls') (Adapted-CI or PI) beginning with the 2026 - 2027 school year.

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	St. Peter High School	713	St. Peter	2AA	2A
High School #2:	Le Sueur-Henderson HS		Le Sueur	2A	2A
High School #3:	Cleveland HS		Cleveland	2A	2A
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

1. Do any of the above schools belong to a conference in this activity?
   ☑ **Yes** This application must include a review and comments from the conference(s) of which the schools are members.
   ☐ **No**
2. Do any of the above schools currently have a cooperative agreement in this activity?
   ☑ **Yes** An application for dissolution must be submitted for the existing agreement.
   ☐ **No**
3. Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards)
   To allow more students to be involved in gymnastics. This will also help us sustain our program as we continue to see a decline in participation numbers from our students.
4. List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1	5	2	4	2	1	2
High School #2	0	0	0	0	0	1
High School #3	0	0	0	0	0	0
High School #4						

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): St. Peter Saints
6. Team Colors: Navy & White Team Mascot: Saints
7. Host School (school that will receive revenue share check): St. Peter HS

Board of Education (or designee)	School	Date
Signed		
Signed		
Signed		
Signed		

Official Action of the MSHSL Board of Directors

☐ Approved ☐ Not Approved

Signature: _____ Date: _____
MSHSL Executive Director

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Gymnastics (activity) (boys' or girls') (Adapted-CI or PI) beginning with the 2026 - 2027 school year.

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	St. Peter High School		St. Peter	2AA	2A
High School #2:	Le Sueur-Henderson HS		Le Sueur	2A	2A
High School #3:	Cleveland HS		Cleveland	2A	2A
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year. **Current (Number and Class)

1. Do any of the above schools belong to a conference in this activity?
   ☑ **Yes** This application must include a review and comments from the conference(s) of which the schools are members.
   ☐ **No**
2. Do any of the above schools currently have a cooperative agreement in this activity?
   ☑ **Yes** An application for dissolution must be submitted for the existing agreement.
   ☐ **No**
3. Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards)
   To allow more students to be involved in Gymnastics. This will also help us sustain our program as we continue to see a decline in participation numbers from our students.
4. List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1						
High School #2						
High School #3						
High School #4						

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): St. Peter Saints
6. Team Colors: Navy & White Team Mascot: Saints
7. Host School (school that will receive revenue share check): St. Peter HS

Board of Education (or designee)	School	Date
Signed	Le Sueur-Henderson	10/19/26
Signed	Le Sueur - Henderson	10/19/26
Signed	Le Sueur- Henderson	10/19/2026
Signed	Le Sueur- Henderson	10/19/26

Official Action of the MSHSL Board of Directors

☐ Approved ☐ Not Approved

Signature: _____ Date: _____
MSHSL Executive Director

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for DISSOLUTION of Cooperative Sponsorship

Deadline: Not later than the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for dissolution of cooperative sponsorship.

On behalf of the following schools, we hereby apply for dissolution of the cooperative sponsorship of

Gymnastics beginning with the 2026 - 2027 school year.
(activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	City
High School #1:	St. Peter High School	St. Peter
High School #2:	Le Sueur - Henderson High School	Le Sueur
High School #3:		
High School #4:		

1. Has the school board of each member school of the existing co-op approved a resolution to dissolve the co-op?

   ☐ **Yes** A copy of the resolution approved by the school board of each member school, stating the reason to dissolve the co-op, MUST be included with this application.

   ☐ **No** DO NOT SUBMIT this application until a resolution, stating the reason to dissolve the existing co-op, has been approved by the school board of each member school.

2. Please circle appropriate letter.

	Member School		
High School #1	A	B	(C)
High School #2	A	B	C
High School #3	A	B	C
High School #4	A	B	C

Reason for the Dissolution

A. Our school is dropping the activity.

B. Our school will sponsor this activity without a cooperative sponsorship.

C. Our school will sponsor this activity as part of a new cooperative sponsorship. Please submit an Application for Cooperative Sponsorship for the new co-p.

Signature of the person duly authorized by the member school to act on behalf of the member school.

	Designated School Representative	Title of the Designated School Representative
High School #1:		Vice Chair - Board Member
High School #2:		Board Member
High School #3:		
High School #4:		Superintendent

Official Action of the MSHSL Board of Directors

☐ Approved ☐ Not Approved

Signature: _____ Date: _____
MSHSL Executive Director

ADDENDUM

Regular Board Meeting
Wednesday, October 21, 2026
Saint Peter City Hall
5:00 PM

VII. ACTION ITEMS

5. AGENDA ITEM #5

Subject: Consider Approval of Contracting with MSBA for Strategic Planning Services

Action: Requires a Motion

Background: The Saint Peter Public Schools Board and Administrative Team are preparing for a comprehensive strategic planning process. As part of the preparation, the board participated in a presentation of services by the Minnesota School Boards Association (MSBA) at its September study session.

The Education Committee discussed needs related to the strategic planning process at its October study session and recommended entering into partnership with MSBA.

Superintendent Graff and the Education Committee will present rationale for this recommendation.

Presentation: Education Committee
Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your approval of contracting with MSBA for Strategic Planning Services.

ADDENDUM

Regular Board Meeting
Wednesday, October 21, 2026
Saint Peter City Hall
5:00 PM

VII. ACTION ITEMS

6. AGENDA ITEM #6

Subject: Consider Policies for Approval with a Second Reading

Action: Requires a Motion

Background: The following policies are being brought forward for a second and final 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

Options/Recommendation: I recommend your approval of Policies 524, 613, and 621 as presented.

Adopted: July 2022 *Policy 524*

Orig. 1996

Revised: October~~September~~ 2026~~August 2025~~ *Rev. 2025*

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)

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Policy 613
Orig. 1997
Rev. 2024 (Nov.)

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 ButtellDarin 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 o~~f 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~~ determineation ~~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, October 21, 2026
Saint Peter City hall
5:00 PM

VII. ACTION ITEMS

7. AGENDA ITEM #7

Subject: Consider Policies for Approval with a Single Reading

Action: Requires a Motion

Background: The following policies were reviewed by the Policy Committee as a part of the district's regular review cycle. Because only minor legislative related changes are being recommended, the committee is recommending approval with a single reading.

Policy 624: Online Instruction
- Minor technical additions and deletion of one legal reference

Policy 709: Student Transportation Safety Policy
- Language that defines "School Bus"
- Addition of a section outlining required safety equipment

Policy 806: Crisis Management Policy
- Minor technical changes and additional links in the resource section

Presentation: Policy Review Committee
Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your approval of policies 624, 709 and 806 with a single reading.

624 ONLINE INSTRUCTION

~~[NOTE: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].~~

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.

B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under Paragraph E. below.

B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.

C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.05, subdivision 8, or chapter 124E.

D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph I; course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under Paragraph C. above; and supports available to the student.

E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.

F. "Online instructional site" means a site that offers courses using online instruction under Paragraph E and may enroll students receiving online instruction under Paragraph E. above.

G. "Online teacher" means an employee of the enrolling district under Paragraph C. above or the supplemental online course provider under Paragraph J who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under Paragraph E. above.

H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the

age of 21.

I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under Paragraph C. above.

J. "Supplemental online course provider" means a school district, an intermediate school district, a state-operated school, an organization of two (2) or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph I. above.

IV. DIGITAL INSTRUCTION

A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.

B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.

C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.

D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.

E. Digital instruction shall be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.

G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.22~~120A.21~~.

V. SUPPLEMENTAL ONLINE COURSES

A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district

they are replacing;

2. apply to take supplemental online courses for up to fifty (50) percent of the student's scheduled course load;

3. apply to take supplemental online courses no later than fifteen (15) school days after the student's enrolling district's term has begun. An enrolling district may waive the fifty (50) percent course enrollment limit or the 15-day time limit; and

4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.

D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:

1. use an application form specified by MDE;

2. notify the student, the student's guardian if they are age seventeen (17) or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;

3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;

4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and

5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age seventeen (17) or younger, and the enrolling district's designated online learning liaison.

E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.

F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.

B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.

C. Within fifteen (15) days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and

2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.

E. An enrolling district must appoint an online learning liaison who:

1. provides information to students and families about supplemental online courses;

2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and

3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.

F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.

G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.

I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

Legal References: ~~Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)~~
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

709 STUDENT TRANSPORTATION SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:

   a. transportation by school bus is a privilege, not a right;

   b. school district policies for student conduct and school bus safety;

   c. appropriate conduct while on the bus;

   d. the danger zones surrounding a school bus;

   e. procedures for safely boarding and leaving a school bus;

   f. procedures for safe vehicle lane crossing; and

   g. school bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four (4) weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.

5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The school district may provide kindergarten students with school bus safety training before the first day of school.

8 The school district shall adopt and make available for public review a curriculum for transportation safety education.

9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training Required

a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique;

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and

(3) electric-assisted bicycle safety, including that a person under the age of fifteen (15) is not allowed to operate an electric-assisted bicycle.

2. Instruction

a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop

misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules

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

2. Rules at the Bus Stop

   a. Get to your bus stop five (5) minutes before your scheduled pick up time. The school bus driver will not wait for late students.

   b. Respect the property of others while waiting at your bus stop.

   c. Keep your arms, legs, and belongings to yourself.

   d. Use appropriate language.

   e. Stay away from the street, road, or highway when waiting for the bus.

   f. Wait until the bus stops before approaching the bus.

   g. After getting off the bus, move away from the bus.

   h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

   i. No fighting, harassment, intimidation, or horseplay.

   j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

   a. Immediately follow the directions of the driver.

   b. Sit in your seat facing forward.

   c. Talk quietly and use appropriate language.

   d. Keep all parts of your body inside the bus.

   e. Keep your arms, legs, and belongings to yourself.

   f. No fighting, harassment, intimidation, or horseplay.

   g. Do not throw any object.

   h. No eating, drinking, or use of alcohol, tobacco, or drugs.

   i. Do not bring any weapons or dangerous objects on the school bus.

   j. Do not damage the bus.

4. Consequences

   a. Consequences for school bus/bus stop misconduct will apply to all regular

and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (grades K-6)

1st offense	warning
2nd offense	three (3) school-day suspension from riding the bus
3rd offense	five (5) school-day suspension from riding the bus
4th offense	ten (10) school-day suspension from riding the bus/meeting with parent
Further offenses	individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (grades 7-12)

1st offense	warning
2nd offense	five (5) school-day suspension from riding the bus
3rd offense	ten (10) school-day suspension from riding the bus
4th offense	twenty (20) school-day suspension from riding the bus/meeting with parent
5th offense	suspended from riding the bus for the remainder of the school year

[Note: When any student goes sixty (60) transportation days without a report, the student's consequences may start over at the first offense.]

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two (2) weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children at the bus stop five (5) minutes before the bus arrives;

6. Have their children properly dressed for the weather; and

7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Paragraphs VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Paragraph VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within thirty (30) days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of fifteen (15) miles per hour or more above the posted speed limit;

2. reckless driving;

3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;

5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;

7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;

8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and

9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.

D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within thirty (30) days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Subparagraph VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten (10) days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety's *Minnesota Model School Bus Driver Training Program*. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the *Minnesota Model School Bus Driver Training Program*.

   [NOTE: The *Minnesota Model School Bus Driver Training Program* is available online through the Minnesota Department of Public Safety State Patrol web page listed under Resources below.]

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Subparagraph VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;

2. Understand student behavior, including issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the *Minnesota Model School Bus Driver Training Program*.

[NOTE: The school district may use alternative assessments rather than those set forth in the *Minnesota Model School Bus Driver Training Program* for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least eight (8) hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the *Minnesota Model School Bus Driver*

Training Program.

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

   [NOTE: A school district is not required to comply with Subparagraph VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic.

   For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 71:

   "School bus" means a motor vehicle used to: (1) transport pupils to or from a school defined in Minnesota Statutes, section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district; or (2) provide training on the operation of the vehicle for purposes specified in clause (1) to employees of the school, school district, or a person under agreement with the school or school district.

   A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in Minnesota Statutes, section 174.22, subdivision 7, or a vehicle otherwise qualifying as a type III vehicle under Minnesota Statutes, section 169.011, subdivision 71, paragraph (h), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled or nonregular transportation.

   In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of ten (10) or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of ten (10) or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, 49 Code of Federal Regulations, Part 571.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:

    a. Fire extinguisher

       A minimum of one (1) 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

    b. ~~First aid kit and b~~Body fluids cleanup kit

       A ~~minimum of a 10-unit first aid kit and a~~ body fluids cleanup kit is required. ~~They~~ The kit must be contained in a removable, moisture- and dust-proof container~~s~~ mounted in an accessible place within the driver's compartment and must be marked to indicate ~~their~~ the kit's identity~~. and location.~~

    c. First Aid Kit

       A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the NSTSP.

    d. Passenger cars and ~~s~~station wagons may carry a fire extinguisher, a first

aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of ten (10) or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

(4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

(5) handling emergency situations;

(6) proper use of seat belts and child safety restraints;

(7) performance of pre-trip vehicle inspections;

(8) safe loading and unloading of students, including, but not limited to:

(a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;

(b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

(c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;

(d) placing the type III vehicle in "park" during loading and unloading;

(e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and

(9) compliance with Paragraph V.F. concerning reporting convictions to the employer within ten (10) days of the date of conviction.

c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.

d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.

e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes, section 171.321, subdivision 5.

g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five (5) years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within three (3) years of the first of three (3) other moving offenses is precluded from operating a type III vehicle for one (1) year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, subdivision 2 (See Paragraph II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from Subparagraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:

a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.

d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.

e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).

f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's *Guideline for the Safe Transportation of Pre-school Age Children in School Buses*, if child safety restraints are used by passengers, in addition to the training required in Article VI., above.

g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport fifteen (15) or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.

3. A school bus operated under this section must bear a current certificate of inspection.

4. The word "School" on the front and rear of the bus must be covered by a sign that

reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the *Minnesota Model School Bus Driver Training Program*. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of a disability shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency health information shall be maintained on the school bus for students requiring special transportation service because of a disability. The information shall state:

1. the student's name and address;

2. the nature of the student's disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles shall be state inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section 171.321, subdivision 4.

The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or

MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References:
Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minnesota Rules 1993, part 3520.5120
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References: MSBA/MASA Model Policy 416 (Drug, Alcohol, and Cannabis Testing)

MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Resources:

Minnesota Department of Public Safety: *School Bus Resources* (accessed 10/12/25)
National Highway Traffic Safety Administration: *Guideline for the Safe Transportation of Pre-school Age Children in School Buses* (Feb. 1999) (accessed 10/12/25)

806 CRISIS MANAGEMENT POLICY

[NOTE: The Commissioner of the Minnesota Department of Education (Commissioner) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes, section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by

building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[NOTE: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[NOTE: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[NOTE: Minnesota law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota

Statutes, section121A.035.]

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]

[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board "may adopt the model cardiac emergency response plan provided by" the Commissioner. See Resources below. ~~(as of June 4, 2024, a response plan is not yet available.~~]

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

b. Leaders

The building administrator or his or her designee will serve as the leader

of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least fifty (50) feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[NOTE: Evacuation areas at least fifty (50) feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

   [NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

   [NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

   [NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

[NOTE: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent

will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

   a. a statistically significant effect on relevant outcomes based on any of the following:

      i. strong evidence from one or more well designed and well implemented experimental studies;

      ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

      iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.

   b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2 developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately

following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least twenty-four (24) hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one (1) hour, or one (1) standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

   a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

   b. the importance of taking threats seriously and seeking help; and

   c. the steps to report dangerous, violent, threatening, harmful, or

potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

[NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

   a. student opportunities for leadership related to prevention and safety;

   b. encouragement and support to students in establishing clubs and programs focused on safety; and

   c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire

B. Hazardous Materials

C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

D. Medical Emergency

E. Fight/Disturbance

F. Assault

G. Intruder

H. Weapons

I. Shooting

J. Hostage

K. Bomb Threat

L. Chemical or Biological Threat

M. Checklist for Telephone Threats

N. Demonstration

O. Suicide

P. Lock-down Procedures

Q. Shelter-In-Place Procedures

R. Evacuation/Relocation

S. Media Procedures

T. Post-Crisis Procedures

U. School Emergency Response Team

V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings pursuant to the school district's. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites policy).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power

plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites

Resources: MDE: Model Cardiac Emergency Response Plan [Rev. 11/25] (accessed 03/10/26)
MN Department of Public Safety: School Safety Resources (accessed 03/10/26)

[NOTE: The Minnesota Department of Public Safety has the following on its website:

Comprehensive school safety guide
The Minnesota Department of Homeland Security Emergency Management offers valuable guidance for school emergency planning. While the MnSSC Comprehensive School Safety Guide is being updated, we encourage you to explore resources from our partners at SchoolSafety.gov. Their Foundation Elements of School Safety can serve as a helpful framework for your planning efforts.]

U.S. Department of Education: Practical Information on Crisis Planning: A Guide for Schools and Communities [January 2007] (accessed 03/10/26)
I Love U Guys Foundation, Standard Response Protocol (accessed 03/10/26)
Safe and Sound Schools (accessed 03/10/26)

ADDENDUM

Regular Board Meeting
Wednesday, October 21, 2026
Saint Peter City Hall
5:00 PM

VII. ACTION ITEMS

8. AGENDA ITEM #8

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

Action: Requires a Resolution

Background: The Minnesota State High School League (MSHSL) Foundation awards grants to school districts to help in lowering the cost to participate in athletic and fine arts programs for students whose family income may be limited. The application process requires a formal resolution by the school board.

Presentation: Activities Director, Shea Roehrkasse
Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend the boards approval of the resolution supporting the district's application to the MSHSL Foundation.

FORM A WORKSHEET

ASSISTING WITH FILLING OUT FORM A APPLICATION TO
MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION
This is for your assistance only and does not need to be submitted with the Application Form

STEP 1

List the number of free and reduced lunch students identified in the October 1, 2025 report submitted by your school to the Minnesota Department of Education. Enter these numbers on FORM A

Grade 9:
Grade 10:
Grade 11:
Grade 12:

TOTAL: 231

Enter these numbers on FORM A

STEP 2

Identify the UNDUPLICATED number of free or reduced lunch students who participated in your activities program during the 2025-2026 school year.

- Unduplicated: Only count each student participant one time.
- In calculating your unduplicated number, count each student once regardless of the number of activities in which the student might participate. The total unduplicated count below must not be more than the total number in Step 1.

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

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

TOTAL UNDUPLICATED COUNT
of free/reduced lunch students 108

Enter this number on FORM A

STEP 3: NOT LATER THAN NOVEMBER 6, 2026

Complete the online Form A application at mshslfoundation.org

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

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

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

FORM A

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

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

WHEREAS, the Governing Board of Saint Peter Public Schools recognizes the value of student participation in MSHSL athletics and fine arts; and

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

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

_____ _____

Date Board Chair/Head of School

_____ _____

Date Board Clerk – Treasurer/ Finance Director

ADDENDUM

Regular Board Meeting
Wednesday, October 21, 2026
Saint Peter City Hall
5:00 PM

VII. ACTION ITEMS

9. AGENDA ITEM #9

Subject: Consider Approval of 2026-2027 Assessment Calendar

Action: Requires a motion

Background: Policy 616, School District System Accountability, requires annual board approval of the district's assessment calendar. The calendar was reviewed in detail at the September study session and again at the October Education Committee meeting. The Education Committee recommends approval.

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

Options/Recommendation: I recommend approval of the 2026-2027 Assessment Calendar.

Saint Peter ISD 508 District Testing and Assessment Calendar 2026 - 2027

Saint Peter Public Schools' testing and assessment program incorporates statewide testing, local standardized testing, and classroom assignments and observations to provide a complete profile of student achievement and curricular strengths and weaknesses. Compared to both national norms and statewide test results, Saint Peter students perform exceedingly well.
Detailed Assessment Schedule here

When	Who	What	Why	Test Duration
August TBD	Grades 11, 12	**SAT**	College Entrance exam	4 hours
August 31 - October 2	Grades K - 11	**FAST** Reading and Math	Local standardized assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
October 28	Grades 10 and 11	**PSAT**	Optional assessment to determine qualification for the National Merit Scholarship Program	2 Hours 45 min
January 4 - February 12	Grades K - 11	**FAST** Reading and Math	Local standardized assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
February 1 - March 26	K-12 ELL Students (online and paper/pencil)	**WIDA** Access ELL **Alternate** Access ELL	Federally mandated test for ELL students	30-90 min per section
February 2 - 13	Grade 4 - 12	**Capti**		
March 8 - May 7	Reading Grade 3 - 8 and 10 Math Grades 3 - 8 and 11	**MCA** Reading, Math	State-mandated test of academic standards	120-240 min reading
March 8 - May 7	Grade 3-8, reading & math Grade 10 - reading Grade 11 - math High school biology year - science	**MTAS** Reading, Math and Science	State-mandated test of academic standards for special education students	
March 8 - May 7	Grade 5, 8 High school biology year - science	**MCA Science**	State-mandated test of academic standards	60-120 min science
April 28	Grade 11, 12	**ASVAB** 98	Military Entrance Exam	3 hours
April 28	Grade 11	**ACT**	College and Career Readiness and Entrance	4 hours

			Exam- optional, offered to all 11th grade students	
April 28	Grade 10	**Pre ACT**	College and Career Readiness and Entrance Exam	4 hours
May 1 - 29	Grades K-12	**FAST** Reading and Math	Local standardized assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
May TBD	11, 12	**AP Chemistry**	College-level **exams** on specific subjects and are administered in May upon the completion of an **AP** course taken at a student's high school.	4 hour Noon - 4
May TBD	11,12	**AP Physics**	College-level **exams** on specific subjects and are administered in May upon the completion of an **AP** course taken at a student's high school.	4 hour Noon-3:45
May TBD	11	**AP History**	College-level **exams** on specific subjects and are administered in May upon the completion of an **AP** course taken at a student's high school.	3 hour 8-11
May TBD	11,12	**AP Calc**	College-level **exams** on specific subjects and are administered in May upon the completion of an **AP** course taken at a student's high school.	4 hour 8-noon

* MCA Reading, Math and Science Assessments will be administered online unless modifications are required for special programming. All MCA student reports will be shared with parents via mail or conferences in the fall of the subsequent year.

MCA Tests

These tests help schools and districts measure student progress toward the state's academic standards. The tests are given in grades 3-8, 10 and 11. The science MCA's are administered in grades 5, 8 and 10th grade in our high school. The high school science test is life science, given at the end of the school year when students finish Biology.

FAST Tests

Local Standardized Assessment used to benchmark and monitor student learning and inform teacher instruction.

ADDENDUM

Regular Board Meeting
Wednesday, October 21, 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 policy was reviewed by the Policy Committee and is being brought forward for a first reading:

Policy 511: Student Fundraising

- Change language in section III, F to "All school district fundraising projects shall strive to align with the goals of the district's Wellness Policy."

Presentation: Policy Review Committee
Superintendent of Schools, Jon Graff

Adopted: September 2022

Revised: October 2026

Policy 511
Orig. 1995
Rev. 2003

511 STUDENT FUNDRAISING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

A. The building administrators shall be responsible for developing recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents, and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.

B. All fundraising activities must be approved, in advance, by the administration. Participation in nonapproved activities shall be considered a violation of school district policy.

C. The superintendent shall be responsible for providing coordination of student fundraising throughout the school district as deemed appropriate.

D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.

E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

F. All School District fundraising projects shall strive to align with the goals of the District's Wellness Policy. ~~No fund raising project shall promote, distribute, or sell any product that works against the goals of the Student Wellness policy~~.

IV. STATEMENT OF ACTIONS

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

b. The Superintendent's Office shall issue a news release and or communication to the area media in the event such an unauthorized

project has begun to be promoted to area businesses and persons.

C. The Superintendent shall ensure that annual fundraising plans are shared with the School Board and the public

V. ANNUAL REPORT

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

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

Cross References: Policy 506 (Student Discipline)
Policy 713 (Student Activity Accounting)

ADDENDUM

Regular Board Meeting
Wednesday, October 21, 2026
Saint Peter City Hall
5:00 PM

VIII. INFORMATION ITEMS

2. AGENDA ITEM #2

Subject: Fundraising Plans by Site for 2026-2027

Background: School Board Policy 511 - Student Fundraising requires that the superintendent shares annual fundraising plans with the school board and the public. Attached are the approved fundraising plans for the 2026 -2027 school year. Building principals will be prepared to answer any questions you may have about the plans.

Presentation: Building Principals

MEMO TO: Dr. Jon Graff, Superintendent
Saint Peter School Board

FROM: Jana Sykora, Principal
South Elementary

DATE: October 15, 2026

SUBJECT: Fundraisers at South Elementary
2026-2027

Activity	Recipient
Scholastic Book Fair	Media Center and Classroom Libraries
Yearbook	Building Initiatives
Food Sales at Parent Council Events Admission for Parent Council Events STAR Pride/Saints Clothing Sales Coin Challenge	Parent Council
South Read-a-Thon	PBIS Team for Star Pride T-shirts Staff & student appreciation
Box Tops	South Activity Account
Coin Challenge	Charitable Giving
Dominoes “Slice the Price” card sales	Equipment for Specialists -Projector/sound system for gymnasium

MEMO TO: **Dr. Jon Graff**

FROM: **Darin Doherty**

DATE: **October 15, 2026**

RE: **Building Fundraising**

The following activities at North Elementary raise funds for various groups and programs. Most support our building's activities, while some support charitable organizations outside our district through our student groups.

For the 2026-2027 school year, these plans are scheduled:

Funds Raised Through	Fund Use	Time of Year
Boxtops for Education	Playground Equipment (basketballs, hula hoops, sidewalk chalk, etc.)	All-Year
Cool School Polar Plunge Fundraising 50/50	Large Playground Updates (accessible features and additional events, etc.)	November through February
Scholastic Book Fair	Media Center and Classroom Books	Fall and Spring
Strawbridge Yearbooks	Saints Funds	Spring
Sticker Machine	Student Council	All Year
School Store		
Bonfire Apparel		Fall

MEMO TO:	**Dr. Jon Graff, Superintendent** **School Board**
FROM:	**Jessi Buttell**
DATE:	**10/15/2026**
SUBJECT:	**Fundraising at SPMS**

The following fundraising will occur at SPMS in 2026 - 2027:

Activity	Recipient
Scholastic Book Fair	Media Center & Classroom Libraries
Band	Fruit Sales (optional)
Community/Business Donations	PBIS Student Prizes

TO:	Members of the School Board Dr. Jon Graff
FROM:	Annette Engeldinger
DATE:	October 16, 2026
RE:	High School Fundraising 2026-2027

Following are the 2025-2026 fundraisers, as well as any known timelines, for Saint Peter High School:

Band	Fruit Sales/other food products	Oct. - Nov..
Choir	Coffee Sales - Driven Coffee	Fall
	Gertens Christmas wreaths/arrangements	Nov/Dec
	Kwik Trip Car Wash	December
	Pops Concert Silent Auction	Spring
FFA	Farm Field (not a fundraiser, but a source of income)	
	FFA Week Farm2School Meal	Feb.
	Fruit Sales/ butterbraids	Spring
	Classic Car Roll-In (for memorial scholarship)	Spring
	Greenhouse Produce/Plants	Spring
	Softener salt - TBD Fall?	
	Pizza ranch - year round	
World Language	Chocolate/Food sales	Winter
	Online Coffee Sales	Ongoing
Prom/Class Dues	Heggies pizza Fundraiser	Spring
Theater Department	Selling ads for performance programs	Fall/Spring
	Selling theater “stars”(notes for performers)	
	Raffle signed show poster at each show	