



South St. Paul School Board Meeting

Monday, June 22, 2026 6:00 PM

CITY HALL, 125 THIRD AVENUE NORTH, South St Paul, Minnesota 55075

I. ROLL CALL and PLEDGE OF ALLEGIANCE

II. APPROVAL OF MEETING AGENDA/MINUTES

II.A. School Board Meeting Agenda, June 22, 2026

II.B. Work Session and Meeting Minutes:

- May 20 Special Meeting Minutes
- May 26 Work Session and Business Meeting Minutes
- June 8 Work Session Minutes
- June 15 Special Meeting Minutes

II.C.

III. QUALITY-IN-ACTION and REPORTS

III.A. Report: Technology Director Tom Basquill will provide an overview of the district's student online safety systems, including the content filtering tools used to help protect students from harmful, inappropriate, or distracting online content. He will also discuss the district's approach to Digital Citizenship, highlighting how students are taught to use technology safely, responsibly, and effectively, as well as the resources available to support families.

III.B. Report: Chair Kim Humann will present a summary of the School Board's end-of-year self-evaluation. (K. Humann)

III.C. Report: Chair Kim Humann will present a summary of the Superintendent's end-of-year evaluation, as required by Minnesota Statute § 13D.05, Subd. 3. (K. Humann)

III.D. Report: Chair Kim Humann will highlight the Stakeholder Comments to the Board submissions. (K. Humann)

III.E. Report: School Board members will highlight items from the Board's Work Sessions. (Board)

III.F. Report: Superintendent Zambreno will provide highlights from around the District. (B. Zambreno)

IV. CONSENT ITEMS

IV.A. Financial Claims: Bills Payable

IV.B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves

V. POLICY

V.A. **APPROVAL:** The following policies are on their final reading and up for approval:

V.A.1.#420 - Students Employees Communicable Diseases Infectious Conditions

V.A.2.#425 - Staff Development

V.A.3.#504 - Student Dress and Appearance

V.A.4.#506 - Student Discipline

V.A.5.#514 - Bullying Prohibition

V.A.6.#535 - Service Animals

V.A.7.#606 - Textbooks and Instructional Materials

V.A.8.#606.1 - Reconsideration of Textbooks and Instructional Materials

V.A.9.#606.5 - Library Materials

V.A.10. #618 - Assessment of Student Achievement

V.A.11. #702 Accounting

V.A.12. #702.1 Fund Balance

V.A.13. #703 Annual Audit

V.A.14. #721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources

VI. BUSINESS ITEMS

VI.A. Approval, for the South St. Paul School Board to approve the 2026-27 South Suburban Adult Basic Education (SSABE) Consortium Agreement. (T. Umhoefer)

VI.B. Approval, for the South St. Paul School Board to approve the FY 2026-27 Budget Proposal. (R. Chhoth)

VI.C. Approval, for the South St. Paul School Board to approve the 2026-27 Independent Working Agreements. (C. Cook)

VI.D. Approval, for the South St. Paul School Board to approve the 2026-28 Maintenance Collective Bargaining Agreement. (C. Cook)

VI.E. Approval, for the South St. Paul School Board to approve the Resolution Filling School Board Vacancy by Appointment. (L. Brandecker)

VI.F. Approval, for the South St. Paul School Board to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy. (L.

Brandecker)

VI.G. Approval, for the South St. Paul School Board to approve the 2026-27 Student Rights and Responsibilities Handbook. (B. Zambreno)

VII. INFORMATIONAL ITEMS

VII.A. **Board Members' Reports/Committee Updates/Where Have You Seen a Passion:** Board members will report on recent educational activities/events in which they have participated as well as other informational items.

VIII. ADJOURNMENT

A special meeting of the School Board, Special School District No. 6, South St. Paul, was held in the District Office Conference Room on Wednesday, May 20, 2026, at 6:00 PM. Chair Kim Humann called the meeting to order at 6:00 PM with seven Board members present for roll call: Duffy, Weber, W. Felton, Claflin, Cumings, T. Felton, and Chair Humann.

APPROVAL OF AGENDA

By Director Weber
The South St. Paul School Board approves the May 20, 2026 Special meeting agenda.
Motion carried (7-0)

Seconded by Director Duffy

BUSINESS ITEMS

By Director Duffy
Approval for the School Board to approve the Resolution Canvassing Returns of Votes of School District Special Election.
Motion carried 7 yeas - Duffy, Weber, W. Felton, Claflin, Cumings, T. Felton, and Humann
 0 nays

Seconded by Director W. Felton

Following the failed May 2026 referendum, the School Board and district leadership reviewed the election results and discussed potential next steps for addressing district facility needs. The conversation centered on understanding community feedback and gathering additional input before determining a path forward. Board members expressed interest in engaging residents to better understand voter concerns, priorities, and expectations regarding future facility investments. Several funding and election options were reviewed, but no specific direction was selected. The Board emphasized the importance of community engagement, including the potential use of a district-wide survey, to help inform future decisions and ensure that any next steps align with community needs and priorities

ADJOURN

By Duffy
That the School Board moves to adjourn the May 20, 2026, meeting at 6:48 PM.
Motion carried (7-0)

Seconded by Director W. Felton

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education

The School Board Work Session for South St. Paul Public Schools, Special School District 6, was held in the City Hall Conference Room on Tuesday, May 26, 2026. Chair Kim Humann called the work session to order at 5:00 PM with six Board members present: Weber, Claflin, Cumings, T. Felton, W. Felton, and Humann. Director Duffy was absent. Superintendent Dr. Brian Zambreno and several staff members were also present.

Federal Fund Micro Purchasing Threshold

Ra Chhoth, Executive Director of Finance and Operations, presented the proposed increase to the district's federal micro-purchase threshold from \$10,000 to \$25,000. He explained that the current federal threshold requires multiple quotes for purchases exceeding \$10,000, while Minnesota statute sets the threshold at \$25,000. Director Chhoth noted that federal regulations allow districts to establish a higher micro-purchase threshold and recommended aligning the district's federal threshold with state law to streamline purchasing processes and improve operational efficiency. The resolution would be brought before the Board for formal approval.

Alternative Teacher Professional Pay System (ATPPS)

Amy Winter, Executive Director of Educational Services, presented the proposed Alternative Teacher Professional Pay System (ATPPS) Plan for 2026–2029. She explained that ATPPS is the district's local implementation of Minnesota's Q Comp program and supports teacher professional growth through collaboration, coaching, professional learning, and continuous improvement aligned to district priorities. Director Winter shared that the plan was developed and reviewed by the ATPPS/TDE Committee, which includes teachers, administrators, and peer coaches. She noted that the proposed plan was presented to teachers at each school site and subsequently brought to the teachers' bargaining unit for a formal vote, where it passed unanimously. Director Winter also highlighted key updates to the plan, including PLC alignment through leadership stipends and BILT guidance, the addition of Special Education TOSA support, and expanded structured coaching opportunities for teacher practice credit. The plan would be brought before the Board for formal approval.

May 12 Special Election

The School Board and district leadership engaged in a preliminary discussion regarding potential next steps following the May 12, 2026 Special Election. Board members discussed opportunities to gather community feedback and inform future planning efforts. Administration shared plans to conduct a community-wide survey, with postcards being mailed to all households and businesses throughout the district inviting community members to participate through an online Google survey. Board members also discussed the possibility of hosting a community meeting to provide additional opportunities for residents to share feedback and perspectives.

Public Relations and Community Engagement and Committee Updates

Board members reviewed the calendar for upcoming events and provided updates on their various committees.

Adjourn

The South St. Paul School Board adjourned the May 26, 2026 work session at 5:52 PM.

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
School Board

The regular meeting of the School Board, Special School District No. 6, South St. Paul, was held in the city hall council chambers on Tuesday, May 26, 2026. Chair Kim Humann called the meeting to order at 6:00 PM with six Board members present for roll call: W. Felton, Claflin, Cumings, T. Felton, Weber and Humann. Director Duffy was absent. Superintendent Dr. Brian Zambreno and several staff and community members were also present.

PLEDGE OF ALLEGIANCE

The pledge of allegiance was recited.

MINUTES

By Director W. Felton

Seconded by Director Weber

The South St. Paul School Board approves the May 26, 2026, School Board meeting agenda as well as the minutes for April 27, 2026, work session and regular meetings, and the May 11, 2026, work session.

Motion carried 6-0

QUALITY-IN-ACTION AND REPORTS

Report - Student School Board Representatives Chloe, Fenet, and Monty provided an update on recent events, activities, and other informational items.

Quality-in-Action - Brady Krueger and the spring coaches and advisors highlighted their respective seasons, sharing updates on student participation, accomplishments, and team successes. Presenters also recognized the hard work and dedication demonstrated by students throughout the spring activity and athletic season.

Quality-in-Action - The School Board recognized employees celebrating 25 years of service, including Loren Laturnus, Carolyn Oleson, Rebecca Spreigl, and Sara Voss. The Board expressed appreciation for their years of dedication, commitment, and service to the district and school community.

Quality-in-Action - The School Board recognized the 2025–2026 retirees for their years of dedicated service to the district and school community. Those recognized included Benjamin Anderson, Jeane Anderson, William Bauman, Julia Finn, Noelle Frost, Christine Gustafson, Jonathan Gustafson, Loren Laturnus, Lyle Lindeman, Lawrence Lough, Suzanne Meyer, Gary Morrisette, David Palmquist, Karen Palmquist, Michelle Penman, and Christine Wallace. The Board expressed appreciation for their contributions and wished them well in retirement.

Report - There were no stakeholder comments to the board submissions this evening.

Work Session Report - Highlights were provided of the School Board's discussion at their work session meeting this evening. Items discussed were the Federal Fund Micro Purchasing Threshold, Alternative Teacher Professional Pay System (ATPPS), and May 12, 2026 Special Election.

Superintendent Report - Superintendent Zambreno provided highlights from around the district.

CONSENT ITEMS

By Director Weber

Seconded by Director Claflin

A. Financial Claims - Bills Payable

B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves

Motion carried 6-0

POLICY

By Director Cummings

Seconded by Director Claflin

Approval of the following policies that are on their final review:

- #416 - Drug, Alcohol, and Cannabis Testing
- #417 - Chemical Use and Abuse
- #438 - Payroll Dates
- #529 - Staff Notification of Violent Behavior by Students
- #609 - Religion
- #620 - Credit for Learning
- #621 - Read Act
- #735 - Electronic Fund Transfer
- #901 - Community Education

Motion carried 6-0

The following policies were presented to the School Board for second reading and review:

- #425 - Staff Development
- #535 - Service Animals
- #606 - Textbooks and Instructional Materials
- #606.1 - Reconsideration of Textbooks and Instructional Materials
- #606.5 - Library Materials
- #618 - Assessment of Student Achievement
- #721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources

BUSINESS ITEMS

By Director Claflin

Seconded by Director Cumings

Approval, for the South St. Paul School Board to approve the Federal Fund Micro Purchasing Threshold.

Motion carried 6-0

By Director Claflin

Seconded by Director W. Felton

Approval, for the South St. Paul School Board to approve the Acceptance of Gifts Resolution.

Motion carried 6 yeas - Claflin, Cumings, T. Felton, Weber, W. Felton, Humann
0 nays

By Director Weber

Seconded by Director Claflin

Approval, for the South St. Paul School Board to approve the Resolution Approving Intermediate School District 917's Long-Term Facilities Maintenance Program Budget and Authorizing the Inclusion of a Proportionate Share of those Projects in the District's Application for Long-Term Facilities Maintenance Revenue.

Motion carried 6 yeas - T. Felton, Weber, W. Felton, Claflin, Cumings, Humann
0 nays

By Director Claflin

Seconded by Director Weber

Approval, for the South St. Paul School Board to approve the 2026-2029 Alternative Teacher Professional Pay System plan.

Motion carried 6-0

By Director W. Felton

Seconded by Director Claflin

Approval, for the South St. Paul School Board to approve the 2026-27 Minnesota State High School League (MSHSL) Membership Resolution.

Motion carried 6 yeas - Weber, W. Felton, Claflin, Cumings, T. Felton, Humann
0 nays

By Director Claflin

Seconded by Director T. Felton

Approval, for the South St. Paul School Board to acknowledge and accept the resignation of Board member Duffy effective June 19, 2026.

Motion carried 6-0

INFORMATIONAL ITEMS

School Board members reported on various educational activities/events in which they have participated, as well as other informational items.

ADJOURN

By Director Weber

Seconded by Director Claflin

Approval, for the South St. Paul School Board to adjourn the May 26, 2026 meeting at 7:49 PM.

Motion carried 6-0

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education

The School Board Work Session for South St. Paul Public Schools, Special School District 6, was held in the District Office Conference Room on Monday, June 8, 2026. Chair Kim Humann called the work session to order at 5:00 PM with a roll call taken and the following six Board members present: Weber, Claflin, Cumings, W. Felton, T. Felton, and Humann. Director Duffy arrived at 5:05 PM. Superintendent Dr. Brian Zambreno and several staff members were also present.

2026-27 Budget Update

Executive Director of Finance and Operations Ra Chhoth presented the draft FY27 Adopted Budget and reviewed the budget development timeline, with formal adoption scheduled for June 22, 2026. He highlighted key budget drivers, including declining enrollment, inflationary pressures, contractual obligations, facilities planning needs, and changes in state and federal funding.

Director Chhoth discussed enrollment trends and their impact on district finances, as well as changes to compensatory revenue funding. South St. Paul Public Schools is projected to experience an approximately \$800,000 reduction in compensatory funding, adding to the district's financial challenges.

The Board received an overview of FY27 revenue and expenditure projections. Revenues were projected at approximately \$53.0 million and expenditures at approximately \$54.7 million, resulting in a projected operating deficit of approximately \$1.7 million. Director Chhoth also reviewed the district's long-term financial outlook, fund balance projections, and the importance of maintaining adequate reserves to address unforeseen financial pressures and operational needs. Despite the projected deficit, the district is expected to maintain an unassigned fund balance above the Board's minimum target.

School Board Appointment Interview Process

Lisa Brandecker, Administrative Services and Communications Manager, presented information regarding the School Board appointment interview process following the resignation of Board Member Duffy. The Board discussed options for interviewing applicants and scheduling interviews for individuals seeking appointment to the vacant board seat through the November 3, 2026 special election.

Following discussion, the Board reached consensus to interview all qualified applicants. Board members also agreed that if more than eight applications were received, interviews would be divided between two evenings, June 15 and June 17, 2026, to allow sufficient time for the interview process. The selected candidate will be considered for appointment at the June 22, 2026 School Board meeting.

Public Relations and Community Engagement

The School Board reviewed the upcoming Calendar of Events and discussed opportunities to collaborate with students, staff, families, and the greater South St. Paul community to further the district's mission and vision.

Committee Updates

Board members provided updates on the various committees in which they serve on.

2026-27 School Board Evaluation

Board Chair Kim Humann facilitated the School Board's end-of-year evaluation discussion using the Board's customized evaluation tool developed in partnership with TeamWorks International. Board members reviewed and discussed evaluation results, reflected on the Board's effectiveness during the year, and examined areas of alignment and differing perspectives across evaluation measures.

The evaluation process supported the Board's commitment to effective governance, accountability, and continuous improvement, while helping inform focus areas and goals for the coming year.

The Board recessed the work session at 6:20 PM for the Stakeholder Comment to the Board session.

Stakeholder Comments to the Board

The School Board had 18 online submissions regarding concerns with the discussion of possible reduction in the theater director's position to a .8 FTE. Several individuals came in person to share insight into their supportive and positive experience and importance of this program for our students and asked the Board to reconsider the reduction of the theater program. The Board and Superintendent Zambreno shared the importance of this program and that there has been no proposal to reduce the theater director position to less than a 1.0 FTE or reduce theater programming.

Additionally, staff members and students addressed the Board regarding the condition of the district's tennis courts. Speakers expressed concerns about safety and urged the district to develop an immediate action plan and identify solutions to address court conditions before the upcoming tennis season. Several speakers stated that they believed the district had previously committed to resurfacing the remaining courts after a portion of the courts had been resurfaced and expressed concern that the remaining courts were not currently scheduled for improvement.

The Board reconvened the work session at 7:07 PM.

CLOSED SESSION

By Director Humann

Seconded by Director Weber

Approval for the School Board to move to a closed session at 7:10 PM per the open meeting law (Minn. Stat. § 13D.05 Subd. 3) for the purpose of the annual evaluation of the superintendent.

Motion carried (7-0)

Members present: Directors Claflin, T. Felton, W. Felton, Weber, Cumings, Duffy, and Humann as well as Superintendent Brian Zambreno.

ADJOURN

By Director Humann

Seconded by Director Weber

That the Board of Education moves to open the closed session and adjourn the June 8, 2026, meeting at 8:24 PM.

Motion carried (7-0)

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education

A special meeting of the School Board, Special School District No. 6, South St. Paul, was held in the District Office Conference Room on Monday, June 15, 2026, at 4:45 PM. Chair Kim Humann called the meeting to order at 4:45 PM with five Board members present for roll call: Weber, W. Felton, Claflin, Cumings, and Chair Humann. Director T. Felton arrived at 5:00 PM and Director Duffy was absent. Lisa Brandecker, Administrative Services and Communications Manager was also present.

Board Brief

Lisa Brandecker, Administrative Services and Communications Manager, provided an overview of the School Board vacancy appointment process and outlined the interview procedures for the evening. Board members reviewed applicant materials, discussed the interview format, and prepared for the candidate interviews scheduled as part of the appointment process.

School Board Vacancy Interviews

The School Board conducted interviews with five candidates seeking appointment to fill the vacancy created by the resignation of Director Duffy. Seven applications were received for consideration; however, one applicant withdrew for personal reasons and another withdrew due to illness prior to the interviews. Board members asked questions related to the candidates' qualifications, experience, and interest in serving the district.

Board Discussion and Debrief

Following the interviews, Board members discussed the candidates, reflected on the interview process, and shared observations regarding each candidate's qualifications and potential contributions to the Board. After deliberation, the Board identified one candidate to move forward for consideration of appointment at the June 22, 2026, School Board meeting. In accordance with Minnesota law, the appointed candidate will be required to serve a 30-day waiting period before officially assuming office and filling the vacant Board seat.

Adjourn

That the School Board adjourned the June 15, 2026 special meeting at 8:10 PM.

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education



South St. Paul
Public Schools

Technology Department

Overview of Online Safety:

Content Filtering, Digital Citizenship Training,
and Family Resources



Content Filtering

Content filtering is the process of screening and controlling access to harmful, inappropriate, or distracting content, including:

- Malware sites
- Adult content
- Social media
- Games

SSP



Three Layers of Content Filtering

1. Firewall

- Manages the district-owned networks
- Blocks sites by “category” such as Adult Content, Gambling, and Social Media

2. Google Admin Console

- Built in to Operating System of Chromebooks
- Allows rules based on grade level, school, etc.

3. Aristotle K-12

- Software added to district devices
- Provides reports and real-time alerts
- Teacher tools - control student access to sites, view student activity, and control devices.



Digital Citizenship

Digital Citizenship is the responsible, safe, and ethical use of technology and the internet to engage with society.

About applying the same principles of respect and responsibility in digital spaces as you would in the physical world.

This includes behaviors and skills in:

- Protecting personal information
- Respecting others online
- Avoiding cyberbullying
- Understanding digital footprints

SSP

2025-2026 Digital Learning Curriculum

1. [Common Sense Education Curriculum](#) to teach students Digital Citizenship skills.
2. Teachers deliver these lessons in different ways, depending on grade level.
 - a. In K-5, Media teachers deliver content in their daily lessons.
 - b. In 6-8, English Language Arts (ELA) teachers deliver lessons.
 - c. In 9-12, ELA and Social Studies teachers deliver lessons .
 - d. Includes collaboration with EL Program and Special Education teachers.
3. We are tracking the progress of these lessons using a verification form and lesson quizzes.



Family Resources

Common Sense Media

- Parent Guides
- Ratings/Reviews
- Tips/FAQ

SSPPS Family Resources website

- Tips/Resources/Links
- “Sir Loin’s Guides”

SSP



South St. Paul
Public Schools

Technology Department

Tech Help Desk

651-457-9459

TechHelp@sspps.org

Tom Basquill - Director of Technology

Travis Wells - Systems Administrator



Three Layers of Content Filtering

1. Firewall

- Manages the district-owned networks
- Blocks sites by “category” such as Adult Content, Gambling, and Social Media

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- Built in to Operating System of Chromebooks
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- Software added to district devices
- Provides reports and real-time alerts
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2025-2026 Digital Learning Curriculum

- [Common Sense Education Curriculum](#) to teach students Digital Citizenship skills.
- Teachers deliver these lessons in different ways, depending on grade level.
 - In K-5, Media teachers deliver content in their daily lessons.
 - In 6-8, English Language Arts (ELA) teachers deliver lessons.
 - In 9-12, ELA and Social Studies teachers deliver lessons .
 - Includes collaboration with EL Program and Special Education teachers.
- We are tracking the progress of these lessons using a verification form and lesson quizzes.

Date: June 22, 2026
Place on Agenda: Business Meeting
Action Requested: None.

Topic: School Board End-of-Year Self-Evaluation Summary
Presenter(s): Kim Humann, Board Chair
Background: The School Board is committed to effective governance and continuous improvement. As part of that commitment, the Board conducts an annual self-evaluation to reflect on its effectiveness, assess progress toward governance goals, and identify opportunities for growth and development. The Board's evaluation process was developed in partnership with Ray Queener of TeamWorks International and is aligned with the district's mission, vision, and strategic priorities. Evaluation Process The School Board conducted its annual self-evaluation during a work session on June 8, 2026. Board members reviewed and discussed evaluation results, reflected on strengths and accomplishments, identified areas for continued growth, and considered priorities for future Board development. Summary of Results At the June 22, 2026 School Board meeting, Board Chair Humann will provide a high-level summary of the evaluation results, including key strengths, areas for continued growth, and priorities that will help guide the Board's ongoing governance and development efforts.
Recommendation: N/A
Alternatives: N/A

Date: June 22, 2026
Place on Agenda: Business Meeting
Action Requested: None.

Topic: Superintendent End-of-Year Evaluation Summary
Presenter(s): Kim Humann, Board Chair
Background: The School Board conducts an annual evaluation of the Superintendent to assess performance, review progress toward district goals, and support effective leadership of the school district. The evaluation process includes ongoing communication throughout the year, including a mid-year check-in and an end-of-year review. Evaluation Process The School Board conducted the Superintendent’s end-of-year evaluation during a closed session held on June 8, 2026, in accordance with Minnesota Statute §13D.05, Subd. 3, which permits a public body to close a meeting for the purpose of evaluating the performance of an individual subject to its authority. As part of the evaluation process, Board members reviewed evidence and supporting data related to established performance expectations, discussed areas of strength and accomplishments, considered opportunities for continued growth and development, and reflected on priorities for the future. Public Summary of Evaluation Minnesota Statute §13D.05, Subd. 3, requires that a public summary of the conclusions reached during the evaluation be presented at an open meeting. In compliance with this requirement, School Board Chair Humann will provide a summary of the Board’s evaluation conclusions during the June 22, 2026 School Board meeting.
Recommendation: N/A
Alternatives: N/A

Place on Agenda: Business Meeting Reports

Action Requested: None

Attachment: None

Topic: Stakeholder Comments to the Board
Presenter(s): Board Chair
At the Regular Business Meeting, the Board Chair will provide an overview of the Stakeholder Comments to the Board submissions. The South St. Paul School Board provides the following opportunities for community members to address the board: • In-Person on the first meeting date of each month according to the schedule listed on the district's website. Stakeholder Comments to the Board sessions are held at the District Office (104 - 5th Avenue South) beginning at 6:30 PM. • Electronic form Submissions are accepted on all meeting dates listed on the district's website. Click here to submit a Stakeholder Comment to the Board. ○ Form submissions will be acknowledged by the Board Chair and/or Superintendent on-air during the regular business meeting. The Board Chair and/or Superintendent will also follow up personally with the individuals submitting a Stakeholder Comment to the Board form.



School Board Agenda Item

Place on Agenda: Report

Action Requested: None

Attachment: None

Topic: Work Session Meeting Update
Presenter(s): Board Chair
Background: School Board members will highlight items from the Work Session meeting.
Recommendation: N/A
Alternatives: N/A



School Board Agenda Item

Place on Agenda: Reports

Action Requested: None

Attachment: None

Topic: Superintendent's Update
Presenter(s): Dr. Zambreno
Background: Superintendent Dr. Brian Zambreno will provide highlights from around the District.
Recommendation: N/A
Alternatives: N/A



School Board Agenda Item

Date: June 22, 2026

Place on Agenda: Consent Items

Action Requested: Approval

Attachment: Financials - Bills Payable

Topic: Financials - Bills Payable
Presenter(s): Board Chair
Background: It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.
Recommendation: Administration recommends the approval of the attached financial statement.
Alternatives: N/A

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
209203	V	-2,855.00	06/16/2026	THEATRICAL RIGHTS WORLDWIDE
209974	V	-1,121.40	06/16/2026	VOSS LIGHTING
210372	V	-748.83	06/16/2026	NAPA AUTO PARTS
211105	V	-225.00	06/04/2026	ROCKFORD AREA SCHOOLS
211258	R	5,040.00	05/28/2026	AMERGIS HEALTHCARE STAFFING INC
211259	R	6,768.00	05/28/2026	AMPERSAND THERAPY LLC
211260	R	1,140.00	05/28/2026	ANGELO'S PIZZA
211261	R	1,331.25	05/28/2026	BAYADA HOME HEALTH CARE INC
211262	R	31,306.91	05/28/2026	CADY BUSINESS TECHNOLOGIES INC
211263	R	331.95	05/28/2026	CATALYST SOURCING SOLUTIONS
211264	R	1,275.12	05/28/2026	CHROMEBOOKPARTS.COM
211265	R	1,980.00	05/28/2026	GRAYHAWK LEASING LLC
211266	R	995.70	05/28/2026	GROTH MUSIC CO
211267	R	400.00	05/28/2026	IND SCHOOL DISTRICT #625
211268	R	43,891.20	05/28/2026	INTERMEDIATE DISTRICT #917
211269	R	398.94	05/28/2026	JOHNSON, GALEN AND AMANDA
211270	R	20,170.04	05/28/2026	KELLY SERVICES INC
211271	R	398.94	05/28/2026	MANDLER, SARAH
211272	R	1,392.00	05/28/2026	MEDICINE LAKE TOURS
211273	R	37,235.56	05/28/2026	NORTHLINE TRANSPORTATION
211274	R	1,300.00	05/28/2026	PEARSON
211275	R	398.94	05/28/2026	PEREZ, KAREN
211276	R	62.70	05/28/2026	PREFERRED SHIPPING INC
211277	R	643.95	05/28/2026	RENT N SAVE
211278	R	132.98	05/28/2026	SCHMIDT, TIM
211279	R	1,400.00	05/28/2026	SOUTH ST PAUL OPEN FOUNDATION
211280	R	594.15	05/28/2026	STANBARY, SARAH
211281	R	93.46	05/28/2026	STATZ, JENNIFER
211282	R	9,841.25	05/28/2026	SUNBELT STAFFING
211283	R	50.00	05/28/2026	TRAFERA HOLDINGS LLC
211284	R	398.94	05/28/2026	WILLIAMS, HOLLY
211285	S	818.32	05/28/2026	XCEL ENERGY
211286	R	6,179.35	05/28/2026	ZEN EDUCATE
211287	R	426.00	05/29/2026	LOCAL #70
211288	R	632.50	05/29/2026	MINNESOTA CHILD SUPPORT PAYMENT CENTER
211289	R	64.00	05/29/2026	NCPERS GROUP LIFE INS
211290	R	226.75	05/29/2026	OFFICE AND PROF EMPLOYEES UNION
211291	R	13,731.74	05/29/2026	SOUTH ST PAUL TEACHER'S ASSOCIATION
211292	R	5.00	05/29/2026	SOUTH ST PAUL OPEN FOUNDATION
211293	R	80.00	05/29/2026	SOUTH ST PAUL EDUCATION FOUNDATION
211294	R	1,457.62	05/29/2026	SSP EASRP
211295	R	5,360.00	06/04/2026	A+ DRIVING SCHOOL
211296	R	880.00	06/04/2026	ABC RENTALS
211297	R	1,692.00	06/04/2026	ADVANTAGE EDUCATIONAL PROGRAMS
211298	R	102.30	06/04/2026	AMAZON CAPITAL SERVICES
211299	R	1,680.00	06/04/2026	AMERGIS HEALTHCARE STAFFING INC
211300	R	3,760.00	06/04/2026	AMPERSAND THERAPY LLC
211301	R	1,299.00	06/04/2026	ARUX SOFTWARE INC
211302	R	437.89	06/04/2026	AVIBEN LLC
211303	R	525.00	06/04/2026	BAYADA HOME HEALTH CARE INC
211304	R	1,002.91	06/04/2026	BECKER, ANGELA
211305	R	1,777.32	06/04/2026	BIMBO BAKERIES USA
211306	R	166.50	06/04/2026	BURGESON, NANCY
211307	R	723.51	06/04/2026	CAPITAL ONE TRADE CREDIT
211308	R	80.28	06/04/2026	CINTAS
211309	R	5,072.67	06/04/2026	CITY OF SOUTH ST PAUL

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NUMBER	TYP	AMOUNT	DATE	VENDOR
211310	R	372.00	06/04/2026	CITY OF MENDOTA HEIGHTS
211311	R	54.95	06/04/2026	CULLIGAN-MILBERT COMPANY
211312	R	595.04	06/04/2026	DWELLE, ERICA
211313	R	225.00	06/04/2026	ELK RIVER HIGH SCHOOL
211314	R	9,877.89	06/04/2026	EVERWAY LLC
211315	R	85.00	06/04/2026	GERTENS WHOLESALE
211316	R	7,480.00	06/04/2026	GOAL GETTERS ACADEMY
211317	R	12,195.00	06/04/2026	HRM HELPS LLC
211318	R	1,162.00	06/04/2026	HUDDLE HUTS
211319	R	186.73	06/04/2026	IDENTITY PROMOTIONAL SOLUTIONS
211320	R	27,875.41	06/04/2026	INDIANHEAD FOODSERVICE DISTRIBUTOR INC
211321	R	462.50	06/04/2026	INFINITE HEALTH COLLABORATIVE
211322	R	60.00	06/04/2026	INTERMEDIATE DISTRICT #917
211323	R	14,057.04	06/04/2026	KELLY SERVICES INC
211324	R	1,325.00	06/04/2026	LAKE CITY TRANSPORTATION LLC
211325	R	750.87	06/04/2026	LIGHTNING DISPOSAL INC
211326	R	1,038.00	06/04/2026	LIND MARKETING
211327	R	618.00	06/04/2026	MASBO
211328	R	100.00	06/04/2026	MN COUNCIL OF TEACHERS OF MATHEMATICS
211329	R	120.00	06/04/2026	MN HISTORICAL SOCIETY
211330	R	314.00	06/04/2026	MRI SOFTWARE LLC
211331	R	22.61	06/04/2026	MVP DISC SPORTS LLC
211332	R	1,262.38	06/04/2026	NASHKE NATIVE GAMES
211333	R	17,180.95	06/04/2026	NORTHLINE TRANSPORTATION
211334	R	46.74	06/04/2026	PIONEER PRESS
211335	R	1,369.43	06/04/2026	PLUNKETT'S PEST CONTROL
211336	R	175.00	06/04/2026	REGION 4A
211337	R	684.00	06/04/2026	SCIENCE MUSEUM OF MINNESOTA
211338	R	850.00	06/04/2026	SIX PUCKS LLC
211339	R	7,690.00	06/04/2026	SOLUTION TREE
211340	R	619.34	06/04/2026	SQUIRES WALDSPURGER & MACE PA
211341	R	7,359.84	06/04/2026	ST PAUL BEVERAGE SOLUTIONS
211342	S	523.51	06/04/2026	ST PAUL BEVERAGE SOLUTIONS
211343	R	11,584.21	06/04/2026	STANDARD INSURANCE COMPANY
211344	R	4,598.00	06/04/2026	SUNBELT STAFFING
211345	R	996.49	06/04/2026	T-MOBILE
211346	S	186.32	06/04/2026	XCEL ENERGY
211347	R	3,081.60	06/04/2026	ZEN EDUCATE
211348	R	1,056.00	06/10/2026	ABC RENTALS
211349	R	16,724.31	06/10/2026	ALLSTREAM
211350	R	526.76	06/10/2026	AMAZON CAPITAL SERVICES
211350	V	-526.76	06/16/2026	AMAZON CAPITAL SERVICES
211351	R	5,110.14	06/10/2026	ARVIG
211352	R	262.50	06/10/2026	BAYADA HOME HEALTH CARE INC
211353	R	3,686.46	06/10/2026	BIX PRODUCE COMPANY
211354	R	600.00	06/10/2026	CAROLINA BIOLOGICAL SUPPLY CO
211355	R	1,689.41	06/10/2026	CATALYST SOURCING SOLUTIONS
211356	R	611.20	06/10/2026	COMMERCIAL KITCHEN SERVICES
211357	R	260.10	06/10/2026	COMPUTER INTEGRATION TECHNOLOGIES
211358	R	104.58	06/10/2026	CULLIGAN-MILBERT COMPANY
211359	R	649.00	06/10/2026	DASH SPORTS LLC
211360	R	77.88	06/10/2026	DWELLE, ERICA
211361	R	35.00	06/10/2026	GILLS, TAMARA
211362	R	7,480.00	06/10/2026	GOAL GETTERS ACADEMY
211363	R	150.00	06/10/2026	HALL, MARY
211364	R	1,160.00	06/10/2026	HOFFMANN, LINDA

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NUMBER	TYP	AMOUNT	DATE	VENDOR
211365	R	6,353.94	06/10/2026	INDIANHEAD FOODSERVICE DISTRIBUTOR INC
211366	R	5,809.77	06/10/2026	INTERMEDIATE DISTRICT #917
211367	R	18.00	06/10/2026	JOSTENS
211368	R	1,611.02	06/10/2026	KASEYA US LLC
211369	R	16,743.31	06/10/2026	KELLY SERVICES INC
211370	R	801.04	06/10/2026	KWIK TRIP EXTENDED NETWORK
211371	R	2,940.00	06/10/2026	LINDENMEYR MUNROE
211372	R	615.00	06/10/2026	LORENZ RECOGNITION
211373	R	124.00	06/10/2026	MARQUAM JAHNS, MARY ELISE
211374	R	531.92	06/10/2026	MEISSNER, MICAH
211375	R	1,800.00	06/10/2026	MILLER, DEBRA
211376	R	10.50	06/10/2026	MINNESOTA GLOVE INC
211377	R	4,853.23	06/10/2026	MUSKEGON HEIGHTS SOLAR LLC
211378	R	1,856.40	06/10/2026	NEW DOMINION SCHOOL/AUSTIN
211379	R	625.00	06/10/2026	OVERELL, STEPHANIE
211380	R	8.85	06/10/2026	PROPIO LS LLC
211381	R	1,040.00	06/10/2026	REGENTS OF THE UNIVERSITY OF MINNESOTA
211382	R	400.00	06/10/2026	SETHURAJU, RAJ
211383	R	285.00	06/10/2026	ST ANTHONY VILLAGE HIGH SCHOOL
211384	R	3,135.00	06/10/2026	STOCKTON, STEPHANIE
211385	R	10,478.60	06/10/2026	TRANSPORTATION & DELIVERY INC
211386	R	3,189.63	06/10/2026	TRIO SUPPLY CO
211387	R	1,800.00	06/10/2026	UNITED STATES POSTAL SERVICE
211388	S	170.41	06/10/2026	XCEL ENERGY
211389	S	1,953.40	06/10/2026	XCEL ENERGY
211390	S	978.97	06/10/2026	XCEL ENERGY
211391	S	26,400.01	06/10/2026	XCEL ENERGY
211392	S	12,189.77	06/10/2026	XCEL ENERGY
211393	R	1,000.00	06/10/2026	LEGIONVILLE
211394	R	382.50	06/15/2026	LOCAL #70
211395	R	632.50	06/15/2026	MINNESOTA CHILD SUPPORT PAYMENT CENTER
211396	R	226.75	06/15/2026	OFFICE AND PROF EMPLOYEES UNION
211397	R	5.00	06/15/2026	SOUTH ST PAUL OPEN FOUNDATION
211398	R	80.00	06/15/2026	SOUTH ST PAUL EDUCATION FOUNDATION
211399	R	1,312.49	06/15/2026	SSP EASRP
211400	R	120.96	06/18/2026	ACE HARDWARE & PAINT
211401	R	525.00	06/18/2026	ACTION MOVING SERVICES
211402	R	1,966.27	06/18/2026	ALLSTREAM
211403	R	4,699.20	06/18/2026	AMAZON CAPITAL SERVICES
211404	R	1,680.00	06/18/2026	AMERGIS HEALTHCARE STAFFING INC
211405	R	3,008.00	06/18/2026	AMPERSAND THERAPY LLC
211406	R	3,498.00	06/18/2026	BREDEMUS HARDWARE COOMPANY
211407	R	14,024.45	06/18/2026	CAROLINA BIOLOGICAL SUPPLY CO
211408	R	554.30	06/18/2026	CHALLBERG, ALAN
211409	R	139.50	06/18/2026	CHROMEBOOKPARTS.COM
211410	R	8.03	06/18/2026	CINTAS
211411	R	150.00	06/18/2026	CITICARGO & STORAGE
211412	R	3,344.33	06/18/2026	CITY OF SOUTH ST PAUL - UTILITIES
211413	R	463.20	06/18/2026	CONVERGINT TECHNOLOGIES LLC
211414	R	48.70	06/18/2026	CULLIGAN-MILBERT COMPANY
211415	R	350.00	06/18/2026	DEWALD, RINA
211416	R	319.00	06/18/2026	EGAN
211417	R	200.00	06/18/2026	FAMILY TREE CLINIC
211418	R	845.15	06/18/2026	FIRST SUPPLY LLC - TWIN CITIES
211419	R	610.00	06/18/2026	GERTEN GREENHOUSES & GARDEN CENTER
211420	R	3,156.60	06/18/2026	GERTENS WHOLESALE

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211421	R	90.18	06/18/2026	GOLDCOM INC
211422	R	1,590.89	06/18/2026	GRAFTON INTEGR HEALTH NETWORK
211423	R	61.57	06/18/2026	GRAINGER INC
211424	R	2,591.28	06/18/2026	GRAPHIC EDGE DBA GAME ONE
211425	R	519.60	06/18/2026	GRAYBAR
211426	R	1,600.00	06/18/2026	HAINLEN, ROBERT
211427	R	108.40	06/18/2026	HANSON, CARLYNNE
211428	R	398.94	06/18/2026	HENDRICKSON, RENEE
211429	R	3,015.00	06/18/2026	HRM HELPS LLC
211430	R	5,308.17	06/18/2026	IMPERIAL DADE
211431	R	33,392.27	06/18/2026	IND SCHOOL DISTRICT #199
211432	R	7,649.00	06/18/2026	INVER WOOD GOLF COURSE
211433	R	580.00	06/18/2026	JB OFFICEWORKS LLC
211434	R	7,237.48	06/18/2026	JOSTENS
211435	R	1,200.00	06/18/2026	KAPPENMAN, JENNIE
211436	R	815.00	06/18/2026	LINDENMEYER MUNROE
211437	R	411.90	06/18/2026	LINK INTERPRET
211438	R	161.90	06/18/2026	MARIE AVENUE SERVICE
211439	R	240.00	06/18/2026	MARQUAM JAHNS, MARY ELISE
211440	R	281.50	06/18/2026	MCDONOUGH'S SEWER SERVICE
211441	R	435.12	06/18/2026	MCMASTER-CARR SUPPLY COMPANY
211442	R	3,040.00	06/18/2026	MERIDIAN CONSULTING/DAVID SLOMKOWSKI
211443	R	14.72	06/18/2026	MINNESOTA LOCKS
211444	R	391.98	06/18/2026	NASSEFF MECHANICAL CONTRACTORS
211445	R	789.60	06/18/2026	NEO ELECTRIC SOLUTIONS
211446	R	1,544.91	06/18/2026	NETWORK SERVICES COMPANY
211447	R	5,317.86	06/18/2026	NITTI SANITATION
211448	R	7,905.42	06/18/2026	NORTHLAND MECHANICAL CONTRACTORS INC
211449	R	32,217.10	06/18/2026	NORTHLINE TRANSPORTATION
211450	R	2,722.50	06/18/2026	PDQ.COM CORPORATION
211451	R	5,747.50	06/18/2026	PEDIATRIC PSYCH SERVICES
211452	R	1,830.50	06/18/2026	PIONEER MFG CO DBA PIONEER ATHLETICS
211453	R	1,318.70	06/18/2026	PITNEY BOWES INC PURCHASE POWER
211454	R	131.61	06/18/2026	PROPIO LS LLC
211455	R	2,199.47	06/18/2026	QUALITY LOCKSMITH SERVICE
211456	R	3,819.29	06/18/2026	ROZ'S AUTO BODY INC
211457	R	98,439.25	06/18/2026	SAFEWAY BUS COMPANY
211458	R	318.59	06/18/2026	SCHOOL SPECIALTY LLC
211459	R	700.00	06/18/2026	SCIENCE MUSEUM OF MINNESOTA
211460	R	2,831.43	06/18/2026	SOUTH ST PAUL STUDENT NUTRITION SERVICES
211461	R	3,009.47	06/18/2026	SPRIGGS MECHANICAL INC
211462	R	1,119.39	06/18/2026	SUNBELT RENTALS
211463	R	2,824.00	06/18/2026	SUNBELT STAFFING
211464	R	350.00	06/18/2026	TEAMWORKS INTERNATIONAL INC
211465	R	230,755.00	06/18/2026	TRAFERA HOLDINGS LLC
211466	R	118,962.97	06/18/2026	TRANSPORTATION & DELIVERY INC
211467	R	147.50	06/18/2026	TWIN CITY JANITOR SUPPLY INC
211468	R	129.38	06/18/2026	VINER, BROOKE
211469	R	9,159.78	06/18/2026	WINCO LANDSCAPE INC
211470	R	354.58	06/18/2026	WOLD ARCHITECTS
211471	S	3,680.85	06/18/2026	XCEL ENERGY
211472	S	140.89	06/18/2026	XCEL ENERGY
211473	S	4,713.41	06/18/2026	XCEL ENERGY
211474	R	1,221.94	06/18/2026	ZEN EDUCATE
202400404	V	-12,464.53	06/09/2026	MEDSURETY
202500547	W	0.00	04/30/2026	MINNESOTA PAYROLL TAXES

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NUMBER	TYP	AMOUNT	DATE	VENDOR
202500548	W	0.00	04/30/2026	FEDERAL PAYROLL TAXES
202500549	W	0.00	04/15/2026	MINNESOTA PAYROLL TAXES
202500550	W	0.00	04/15/2026	FEDERAL PAYROLL TAXES
202500551	W	0.00	03/30/2026	MINNESOTA PAYROLL TAXES
202500552	W	0.00	03/30/2026	FEDERAL PAYROLL TAXES
202500553	W	0.00	03/13/2026	MINNESOTA PAYROLL TAXES
202500554	W	0.00	03/13/2026	FEDERAL PAYROLL TAXES
202500555	W	0.00	02/27/2026	MINNESOTA PAYROLL TAXES
202500556	W	0.00	02/27/2026	FEDERAL PAYROLL TAXES
202500557	W	0.00	02/13/2026	MINNESOTA PAYROLL TAXES
202500558	W	0.00	02/13/2026	FEDERAL PAYROLL TAXES
202500559	W	0.00	01/30/2026	MINNESOTA PAYROLL TAXES
202500560	W	0.00	01/30/2026	FEDERAL PAYROLL TAXES
202500561	W	0.00	01/15/2026	MINNESOTA PAYROLL TAXES
202500562	W	0.00	01/15/2026	FEDERAL PAYROLL TAXES
202500563	W	0.00	12/30/2025	MINNESOTA PAYROLL TAXES
202500564	W	0.00	12/30/2025	FEDERAL PAYROLL TAXES
202500565	W	0.00	12/15/2025	MINNESOTA PAYROLL TAXES
202500566	W	0.00	12/15/2025	FEDERAL PAYROLL TAXES
202500567	W	0.00	11/28/2025	MINNESOTA PAYROLL TAXES
202500568	W	0.00	11/28/2025	FEDERAL PAYROLL TAXES
202500569	W	0.00	11/14/2025	MINNESOTA PAYROLL TAXES
202500570	W	0.00	11/14/2025	FEDERAL PAYROLL TAXES
202500571	W	0.00	10/30/2025	MINNESOTA PAYROLL TAXES
202500572	W	0.00	10/30/2025	FEDERAL PAYROLL TAXES
202500573	W	0.00	10/15/2025	MINNESOTA PAYROLL TAXES
202500574	W	0.00	10/15/2025	FEDERAL PAYROLL TAXES
202500575	W	0.00	09/30/2025	MINNESOTA PAYROLL TAXES
202500576	W	0.00	09/30/2025	FEDERAL PAYROLL TAXES
202500577	W	0.00	09/15/2025	MINNESOTA PAYROLL TAXES
202500578	W	0.00	09/15/2025	FEDERAL PAYROLL TAXES
202500579	W	0.00	08/29/2025	MINNESOTA PAYROLL TAXES
202500580	W	0.00	08/29/2025	FEDERAL PAYROLL TAXES
202500581	W	0.00	08/15/2025	MINNESOTA PAYROLL TAXES
202500582	W	0.00	08/15/2025	FEDERAL PAYROLL TAXES
202500583	W	0.00	07/30/2025	MINNESOTA PAYROLL TAXES
202500584	W	0.00	07/30/2025	FEDERAL PAYROLL TAXES
202500585	W	0.00	07/15/2025	MINNESOTA PAYROLL TAXES
202500586	W	0.00	07/15/2025	FEDERAL PAYROLL TAXES
202500595	W	2,532.01	05/22/2026	MEDSURETY
202500596	W	5,040.37	05/22/2026	MEDSURETY
202500597	W	56,755.52	05/26/2026	HEALTH PARTNERS
202500598	W	50,827.28	05/29/2026	MINNESOTA PAYROLL TAXES
202500599	W	298,794.78	05/29/2026	FEDERAL PAYROLL TAXES
202500600	W	903.65	05/29/2026	MN DEPT OF REVENUE
202500601	W	55,659.24	05/29/2026	PERA
202500602	W	62,728.89	05/29/2026	TSA/ACH DEDUCTION
202500603	W	168,451.66	05/29/2026	TEACHER RETIREMENT ASSOCIATION
202500604	W	0.00	05/29/2026	MINNESOTA PAYROLL TAXES
202500605	W	0.00	05/29/2026	FEDERAL PAYROLL TAXES
202500606	W	123,379.33	05/29/2026	HEALTH PARTNERS
202500607	W	93.08	05/29/2026	MEDSURETY
202500608	W	660.77	05/29/2026	MEDSURETY
202500665	W	5,969.23	05/29/2026	DEED
202500666	W	5,969.23	05/29/2026	DEED
202500667	W	0.00	05/29/2026	DEED

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NUMBER	TYP	AMOUNT	DATE	VENDOR
202500668	W	0.00	05/29/2026	DEED
202500669	W	0.00	05/29/2026	DEED
202500684	W	143,153.06	06/01/2026	HEALTH PARTNERS
202500685	W	67,655.08	06/08/2026	HEALTH PARTNERS
202500686	W	1,069.76	06/05/2026	MEDSURETY
202500687	W	5,007.53	06/05/2026	MEDSURETY
202500688	W	62,590.16	06/15/2026	MINNESOTA PAYROLL TAXES
202500689	W	360,293.45	06/15/2026	FEDERAL PAYROLL TAXES
202500690	W	699.01	06/15/2026	MN DEPT OF REVENUE
202500691	W	52,529.57	06/15/2026	PERA
202500692	W	65,584.59	06/15/2026	TSA/ACH DEDUCTION
202500693	W	195,422.54	06/15/2026	TEACHER RETIREMENT ASSOCIATION
202500694	W	13,228.14	06/15/2026	DEED
202500695	W	0.00	06/15/2026	MINNESOTA PAYROLL TAXES
202500696	W	0.00	06/15/2026	FEDERAL PAYROLL TAXES
202500697	W	0.00	06/15/2026	DEED
202500698	W	1,168.50	06/11/2026	MEDSURETY
202500699	W	1,795.15	06/12/2026	MEDSURETY
202500700	W	3,202.28	06/12/2026	MEDSURETY
202500701	W	148,511.60	06/15/2026	HEALTH PARTNERS
252600576	A	56.62	06/05/2026	EMERY, HEATHER
252600577	A	1,048.16	06/05/2026	HOLSEN, ERIC
252600578	A	45.11	06/05/2026	KAUFMAN, LISA
252600579	A	1,071.55	06/05/2026	LENARZ, TAMMY
252600580	A	36.54	06/05/2026	MOLUMBY, MARY
252600581	A	185.00	06/05/2026	MONICATTI-TURNER, KATHRYN
252600582	A	43.69	06/05/2026	SPANNBAUER, DIANNE
252600583	A	51.69	06/05/2026	THERRES, HEIDI
252600584	A	164.07	06/05/2026	WOHLERS, DARI
252600585	A	79.49	06/05/2026	WRIGHT, AUBREY
252600586	A	145.66	06/10/2026	GIESELMAN, CATHERINE
252600587	A	34.37	06/10/2026	GIL-HAGBERG, FRANCES
252600588	A	29.00	06/10/2026	HANLEY, KATHLEEN
252600589	A	190.23	06/10/2026	HOLSEN, ERIC
252600590	A	17.69	06/10/2026	JAIMES-CASTELLANOS, MARIA
252600591	A	630.50	06/10/2026	LAROSE, TYLER
252600592	A	147.15	06/10/2026	PANKOW, BETHANY
252600593	A	96.00	06/10/2026	ROCHA, CHRISTIAN
252600594	A	116.00	06/10/2026	SAMMARTANO WEEKS, KRISTEN
252600595	A	91.99	06/18/2026	BERLIN, KATHERINE
252600596	A	527.54	06/18/2026	CALLIES, LAURA
252600597	A	218.66	06/18/2026	GAY, AMBER
252600598	A	37.70	06/18/2026	HEITZIG, BARBARA
252600599	A	41.03	06/18/2026	HOLSEN, ERIC
252600600	A	146.19	06/18/2026	JOHNSON, BRENDA
252600601	A	32.72	06/18/2026	LEVENDUSKY, PAIGE
252600602	A	47.00	06/18/2026	MOLAND, SHELLY
252600603	A	11.76	06/18/2026	OLESON, CAROLYN
252600604	A	20.00	06/18/2026	PEINE, JENNIFER

3,107,228.37 Totals for checks

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL	1,346,703.84	0.00	960,837.81	2,307,541.65
02	FOOD SERVICE	23,714.55	0.00	51,562.31	75,276.86
04	COMMUNITY EDUCATION	61,278.11	0.00	58,286.18	119,564.29
05	CAPITAL	2,351.64	0.00	49,633.58	51,985.22
20	INTERNAL SERVICE	0.00	0.00	17,321.62	17,321.62
21	MEDICAL	0.00	0.00	522,132.97	522,132.97
50	ACTIVITY ACCOUNT	13,405.76	0.00	0.00	13,405.76
***	Fund Summary Totals ***	1,447,453.90	0.00	1,659,774.47	3,107,228.37

***** End of report *****

CHECKRUNS

		May 22,2026-June 18,2026
FUND	DESCRIPTION	
1	GENERAL	\$ 2,307,541.65
2	FOOD SERVICE	75,276.86
4	COMMUNITY EDUCATION	119,564.29
5	CAPITAL	51,985.22
7	DEBT SERVICE	-
20	INTERNAL SERVICE	17,321.62
21	MEDICAL	522,132.97
50	ACTIVITY ACCOUNTS	13,405.76
TOTAL		\$ 3,107,228.37

		05/30/2026- 06/15/2026
PAYROLL		
Payroll Direct Deposit	900130126-900130882	\$ 1,849,980.99



School Board Agenda Item

Date: June 22, 2026

Place on Agenda: Consent Items

Action Requested: Approval

Attachment: Financials - Bills Payable

Topic: Financials - Bills Payable
Presenter(s): Board Chair
Background: It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.
Recommendation: Administration recommends the approval of the attached financial statement.
Alternatives: N/A

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
209203	V	-2,855.00	06/16/2026	THEATRICAL RIGHTS WORLDWIDE
209974	V	-1,121.40	06/16/2026	VOSS LIGHTING
210372	V	-748.83	06/16/2026	NAPA AUTO PARTS
211105	V	-225.00	06/04/2026	ROCKFORD AREA SCHOOLS
211258	R	5,040.00	05/28/2026	AMERGIS HEALTHCARE STAFFING INC
211259	R	6,768.00	05/28/2026	AMPERSAND THERAPY LLC
211260	R	1,140.00	05/28/2026	ANGELO'S PIZZA
211261	R	1,331.25	05/28/2026	BAYADA HOME HEALTH CARE INC
211262	R	31,306.91	05/28/2026	CADY BUSINESS TECHNOLOGIES INC
211263	R	331.95	05/28/2026	CATALYST SOURCING SOLUTIONS
211264	R	1,275.12	05/28/2026	CHROMEBOOKPARTS.COM
211265	R	1,980.00	05/28/2026	GRAYHAWK LEASING LLC
211266	R	995.70	05/28/2026	GROTH MUSIC CO
211267	R	400.00	05/28/2026	IND SCHOOL DISTRICT #625
211268	R	43,891.20	05/28/2026	INTERMEDIATE DISTRICT #917
211269	R	398.94	05/28/2026	JOHNSON, GALEN AND AMANDA
211270	R	20,170.04	05/28/2026	KELLY SERVICES INC
211271	R	398.94	05/28/2026	MANDLER, SARAH
211272	R	1,392.00	05/28/2026	MEDICINE LAKE TOURS
211273	R	37,235.56	05/28/2026	NORTHLINE TRANSPORTATION
211274	R	1,300.00	05/28/2026	PEARSON
211275	R	398.94	05/28/2026	PEREZ, KAREN
211276	R	62.70	05/28/2026	PREFERRED SHIPPING INC
211277	R	643.95	05/28/2026	RENT N SAVE
211278	R	132.98	05/28/2026	SCHMIDT, TIM
211279	R	1,400.00	05/28/2026	SOUTH ST PAUL OPEN FOUNDATION
211280	R	594.15	05/28/2026	STANBARY, SARAH
211281	R	93.46	05/28/2026	STATZ, JENNIFER
211282	R	9,841.25	05/28/2026	SUNBELT STAFFING
211283	R	50.00	05/28/2026	TRAFERA HOLDINGS LLC
211284	R	398.94	05/28/2026	WILLIAMS, HOLLY
211285	S	818.32	05/28/2026	XCEL ENERGY
211286	R	6,179.35	05/28/2026	ZEN EDUCATE
211287	R	426.00	05/29/2026	LOCAL #70
211288	R	632.50	05/29/2026	MINNESOTA CHILD SUPPORT PAYMENT CENTER
211289	R	64.00	05/29/2026	NCPERS GROUP LIFE INS
211290	R	226.75	05/29/2026	OFFICE AND PROF EMPLOYEES UNION
211291	R	13,731.74	05/29/2026	SOUTH ST PAUL TEACHER'S ASSOCIATION
211292	R	5.00	05/29/2026	SOUTH ST PAUL OPEN FOUNDATION
211293	R	80.00	05/29/2026	SOUTH ST PAUL EDUCATION FOUNDATION
211294	R	1,457.62	05/29/2026	SSP EASRP
211295	R	5,360.00	06/04/2026	A+ DRIVING SCHOOL
211296	R	880.00	06/04/2026	ABC RENTALS
211297	R	1,692.00	06/04/2026	ADVANTAGE EDUCATIONAL PROGRAMS
211298	R	102.30	06/04/2026	AMAZON CAPITAL SERVICES
211299	R	1,680.00	06/04/2026	AMERGIS HEALTHCARE STAFFING INC
211300	R	3,760.00	06/04/2026	AMPERSAND THERAPY LLC
211301	R	1,299.00	06/04/2026	ARUX SOFTWARE INC
211302	R	437.89	06/04/2026	AVIBEN LLC
211303	R	525.00	06/04/2026	BAYADA HOME HEALTH CARE INC
211304	R	1,002.91	06/04/2026	BECKER, ANGELA
211305	R	1,777.32	06/04/2026	BIMBO BAKERIES USA
211306	R	166.50	06/04/2026	BURGESON, NANCY
211307	R	723.51	06/04/2026	CAPITAL ONE TRADE CREDIT
211308	R	80.28	06/04/2026	CINTAS
211309	R	5,072.67	06/04/2026	CITY OF SOUTH ST PAUL

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
211310	R	372.00	06/04/2026	CITY OF MENDOTA HEIGHTS
211311	R	54.95	06/04/2026	CULLIGAN-MILBERT COMPANY
211312	R	595.04	06/04/2026	DWELLE, ERICA
211313	R	225.00	06/04/2026	ELK RIVER HIGH SCHOOL
211314	R	9,877.89	06/04/2026	EVERWAY LLC
211315	R	85.00	06/04/2026	GERTENS WHOLESALE
211316	R	7,480.00	06/04/2026	GOAL GETTERS ACADEMY
211317	R	12,195.00	06/04/2026	HRM HELPS LLC
211318	R	1,162.00	06/04/2026	HUDDLE HUTS
211319	R	186.73	06/04/2026	IDENTITY PROMOTIONAL SOLUTIONS
211320	R	27,875.41	06/04/2026	INDIANHEAD FOODSERVICE DISTRIBUTOR INC
211321	R	462.50	06/04/2026	INFINITE HEALTH COLLABORATIVE
211322	R	60.00	06/04/2026	INTERMEDIATE DISTRICT #917
211323	R	14,057.04	06/04/2026	KELLY SERVICES INC
211324	R	1,325.00	06/04/2026	LAKE CITY TRANSPORTATION LLC
211325	R	750.87	06/04/2026	LIGHTNING DISPOSAL INC
211326	R	1,038.00	06/04/2026	LIND MARKETING
211327	R	618.00	06/04/2026	MASBO
211328	R	100.00	06/04/2026	MN COUNCIL OF TEACHERS OF MATHEMATICS
211329	R	120.00	06/04/2026	MN HISTORICAL SOCIETY
211330	R	314.00	06/04/2026	MRI SOFTWARE LLC
211331	R	22.61	06/04/2026	MVP DISC SPORTS LLC
211332	R	1,262.38	06/04/2026	NASHKE NATIVE GAMES
211333	R	17,180.95	06/04/2026	NORTHLINE TRANSPORTATION
211334	R	46.74	06/04/2026	PIONEER PRESS
211335	R	1,369.43	06/04/2026	PLUNKETT'S PEST CONTROL
211336	R	175.00	06/04/2026	REGION 4A
211337	R	684.00	06/04/2026	SCIENCE MUSEUM OF MINNESOTA
211338	R	850.00	06/04/2026	SIX PUCKS LLC
211339	R	7,690.00	06/04/2026	SOLUTION TREE
211340	R	619.34	06/04/2026	SQUIRES WALDSPURGER & MACE PA
211341	R	7,359.84	06/04/2026	ST PAUL BEVERAGE SOLUTIONS
211342	S	523.51	06/04/2026	ST PAUL BEVERAGE SOLUTIONS
211343	R	11,584.21	06/04/2026	STANDARD INSURANCE COMPANY
211344	R	4,598.00	06/04/2026	SUNBELT STAFFING
211345	R	996.49	06/04/2026	T-MOBILE
211346	S	186.32	06/04/2026	XCEL ENERGY
211347	R	3,081.60	06/04/2026	ZEN EDUCATE
211348	R	1,056.00	06/10/2026	ABC RENTALS
211349	R	16,724.31	06/10/2026	ALLSTREAM
211350	R	526.76	06/10/2026	AMAZON CAPITAL SERVICES
211350	V	-526.76	06/16/2026	AMAZON CAPITAL SERVICES
211351	R	5,110.14	06/10/2026	ARVIG
211352	R	262.50	06/10/2026	BAYADA HOME HEALTH CARE INC
211353	R	3,686.46	06/10/2026	BIX PRODUCE COMPANY
211354	R	600.00	06/10/2026	CAROLINA BIOLOGICAL SUPPLY CO
211355	R	1,689.41	06/10/2026	CATALYST SOURCING SOLUTIONS
211356	R	611.20	06/10/2026	COMMERCIAL KITCHEN SERVICES
211357	R	260.10	06/10/2026	COMPUTER INTEGRATION TECHNOLOGIES
211358	R	104.58	06/10/2026	CULLIGAN-MILBERT COMPANY
211359	R	649.00	06/10/2026	DASH SPORTS LLC
211360	R	77.88	06/10/2026	DWELLE, ERICA
211361	R	35.00	06/10/2026	GILLS, TAMARA
211362	R	7,480.00	06/10/2026	GOAL GETTERS ACADEMY
211363	R	150.00	06/10/2026	HALL, MARY
211364	R	1,160.00	06/10/2026	HOFFMANN, LINDA

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
211365	R	6,353.94	06/10/2026	INDIANHEAD FOODSERVICE DISTRIBUTOR INC
211366	R	5,809.77	06/10/2026	INTERMEDIATE DISTRICT #917
211367	R	18.00	06/10/2026	JOSTENS
211368	R	1,611.02	06/10/2026	KASEYA US LLC
211369	R	16,743.31	06/10/2026	KELLY SERVICES INC
211370	R	801.04	06/10/2026	KWIK TRIP EXTENDED NETWORK
211371	R	2,940.00	06/10/2026	LINDENMEYR MUNROE
211372	R	615.00	06/10/2026	LORENZ RECOGNITION
211373	R	124.00	06/10/2026	MARQUAM JAHNS, MARY ELISE
211374	R	531.92	06/10/2026	MEISSNER, MICAH
211375	R	1,800.00	06/10/2026	MILLER, DEBRA
211376	R	10.50	06/10/2026	MINNESOTA GLOVE INC
211377	R	4,853.23	06/10/2026	MUSKEGON HEIGHTS SOLAR LLC
211378	R	1,856.40	06/10/2026	NEW DOMINION SCHOOL/AUSTIN
211379	R	625.00	06/10/2026	OVERELL, STEPHANIE
211380	R	8.85	06/10/2026	PROPIO LS LLC
211381	R	1,040.00	06/10/2026	REGENTS OF THE UNIVERSITY OF MINNESOTA
211382	R	400.00	06/10/2026	SETHURAJU, RAJ
211383	R	285.00	06/10/2026	ST ANTHONY VILLAGE HIGH SCHOOL
211384	R	3,135.00	06/10/2026	STOCKTON, STEPHANIE
211385	R	10,478.60	06/10/2026	TRANSPORTATION & DELIVERY INC
211386	R	3,189.63	06/10/2026	TRIO SUPPLY CO
211387	R	1,800.00	06/10/2026	UNITED STATES POSTAL SERVICE
211388	S	170.41	06/10/2026	XCEL ENERGY
211389	S	1,953.40	06/10/2026	XCEL ENERGY
211390	S	978.97	06/10/2026	XCEL ENERGY
211391	S	26,400.01	06/10/2026	XCEL ENERGY
211392	S	12,189.77	06/10/2026	XCEL ENERGY
211393	R	1,000.00	06/10/2026	LEGIONVILLE
211394	R	382.50	06/15/2026	LOCAL #70
211395	R	632.50	06/15/2026	MINNESOTA CHILD SUPPORT PAYMENT CENTER
211396	R	226.75	06/15/2026	OFFICE AND PROF EMPLOYEES UNION
211397	R	5.00	06/15/2026	SOUTH ST PAUL OPEN FOUNDATION
211398	R	80.00	06/15/2026	SOUTH ST PAUL EDUCATION FOUNDATION
211399	R	1,312.49	06/15/2026	SSP EASRP
211400	R	120.96	06/18/2026	ACE HARDWARE & PAINT
211401	R	525.00	06/18/2026	ACTION MOVING SERVICES
211402	R	1,966.27	06/18/2026	ALLSTREAM
211403	R	4,699.20	06/18/2026	AMAZON CAPITAL SERVICES
211404	R	1,680.00	06/18/2026	AMERGIS HEALTHCARE STAFFING INC
211405	R	3,008.00	06/18/2026	AMPERSAND THERAPY LLC
211406	R	3,498.00	06/18/2026	BREDEMUS HARDWARE COOMPANY
211407	R	14,024.45	06/18/2026	CAROLINA BIOLOGICAL SUPPLY CO
211408	R	554.30	06/18/2026	CHALLBERG, ALAN
211409	R	139.50	06/18/2026	CHROMEBOOKPARTS.COM
211410	R	8.03	06/18/2026	CINTAS
211411	R	150.00	06/18/2026	CITICARGO & STORAGE
211412	R	3,344.33	06/18/2026	CITY OF SOUTH ST PAUL - UTILITIES
211413	R	463.20	06/18/2026	CONVERGINT TECHNOLOGIES LLC
211414	R	48.70	06/18/2026	CULLIGAN-MILBERT COMPANY
211415	R	350.00	06/18/2026	DEWALD, RINA
211416	R	319.00	06/18/2026	EGAN
211417	R	200.00	06/18/2026	FAMILY TREE CLINIC
211418	R	845.15	06/18/2026	FIRST SUPPLY LLC - TWIN CITIES
211419	R	610.00	06/18/2026	GERTEN GREENHOUSES & GARDEN CENTER
211420	R	3,156.60	06/18/2026	GERTENS WHOLESALE

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
211421	R	90.18	06/18/2026	GOLDCOM INC
211422	R	1,590.89	06/18/2026	GRAFTON INTEGR HEALTH NETWORK
211423	R	61.57	06/18/2026	GRAINGER INC
211424	R	2,591.28	06/18/2026	GRAPHIC EDGE DBA GAME ONE
211425	R	519.60	06/18/2026	GRAYBAR
211426	R	1,600.00	06/18/2026	HAINLEN, ROBERT
211427	R	108.40	06/18/2026	HANSON, CARLYNNE
211428	R	398.94	06/18/2026	HENDRICKSON, RENEE
211429	R	3,015.00	06/18/2026	HRM HELPS LLC
211430	R	5,308.17	06/18/2026	IMPERIAL DADE
211431	R	33,392.27	06/18/2026	IND SCHOOL DISTRICT #199
211432	R	7,649.00	06/18/2026	INVER WOOD GOLF COURSE
211433	R	580.00	06/18/2026	JB OFFICEWORKS LLC
211434	R	7,237.48	06/18/2026	JOSTENS
211435	R	1,200.00	06/18/2026	KAPPENMAN, JENNIE
211436	R	815.00	06/18/2026	LINDENMEYER MUNROE
211437	R	411.90	06/18/2026	LINK INTERPRET
211438	R	161.90	06/18/2026	MARIE AVENUE SERVICE
211439	R	240.00	06/18/2026	MARQUAM JAHNS, MARY ELISE
211440	R	281.50	06/18/2026	MCDONOUGH'S SEWER SERVICE
211441	R	435.12	06/18/2026	MCMASTER-CARR SUPPLY COMPANY
211442	R	3,040.00	06/18/2026	MERIDIAN CONSULTING/DAVID SLOMKOWSKI
211443	R	14.72	06/18/2026	MINNESOTA LOCKS
211444	R	391.98	06/18/2026	NASSEFF MECHANICAL CONTRACTORS
211445	R	789.60	06/18/2026	NEO ELECTRIC SOLUTIONS
211446	R	1,544.91	06/18/2026	NETWORK SERVICES COMPANY
211447	R	5,317.86	06/18/2026	NITTI SANITATION
211448	R	7,905.42	06/18/2026	NORTHLAND MECHANICAL CONTRACTORS INC
211449	R	32,217.10	06/18/2026	NORTHLINE TRANSPORTATION
211450	R	2,722.50	06/18/2026	PDQ.COM CORPORATION
211451	R	5,747.50	06/18/2026	PEDIATRIC PSYCH SERVICES
211452	R	1,830.50	06/18/2026	PIONEER MFG CO DBA PIONEER ATHLETICS
211453	R	1,318.70	06/18/2026	PITNEY BOWES INC PURCHASE POWER
211454	R	131.61	06/18/2026	PROPIO LS LLC
211455	R	2,199.47	06/18/2026	QUALITY LOCKSMITH SERVICE
211456	R	3,819.29	06/18/2026	ROZ'S AUTO BODY INC
211457	R	98,439.25	06/18/2026	SAFEWAY BUS COMPANY
211458	R	318.59	06/18/2026	SCHOOL SPECIALTY LLC
211459	R	700.00	06/18/2026	SCIENCE MUSEUM OF MINNESOTA
211460	R	2,831.43	06/18/2026	SOUTH ST PAUL STUDENT NUTRITION SERVICES
211461	R	3,009.47	06/18/2026	SPRIGGS MECHANICAL INC
211462	R	1,119.39	06/18/2026	SUNBELT RENTALS
211463	R	2,824.00	06/18/2026	SUNBELT STAFFING
211464	R	350.00	06/18/2026	TEAMWORKS INTERNATIONAL INC
211465	R	230,755.00	06/18/2026	TRAFERA HOLDINGS LLC
211466	R	118,962.97	06/18/2026	TRANSPORTATION & DELIVERY INC
211467	R	147.50	06/18/2026	TWIN CITY JANITOR SUPPLY INC
211468	R	129.38	06/18/2026	VINER, BROOKE
211469	R	9,159.78	06/18/2026	WINCO LANDSCAPE INC
211470	R	354.58	06/18/2026	WOLD ARCHITECTS
211471	S	3,680.85	06/18/2026	XCEL ENERGY
211472	S	140.89	06/18/2026	XCEL ENERGY
211473	S	4,713.41	06/18/2026	XCEL ENERGY
211474	R	1,221.94	06/18/2026	ZEN EDUCATE
202400404	V	-12,464.53	06/09/2026	MEDSURETY
202500547	W	0.00	04/30/2026	MINNESOTA PAYROLL TAXES

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
202500548	W	0.00	04/30/2026	FEDERAL PAYROLL TAXES
202500549	W	0.00	04/15/2026	MINNESOTA PAYROLL TAXES
202500550	W	0.00	04/15/2026	FEDERAL PAYROLL TAXES
202500551	W	0.00	03/30/2026	MINNESOTA PAYROLL TAXES
202500552	W	0.00	03/30/2026	FEDERAL PAYROLL TAXES
202500553	W	0.00	03/13/2026	MINNESOTA PAYROLL TAXES
202500554	W	0.00	03/13/2026	FEDERAL PAYROLL TAXES
202500555	W	0.00	02/27/2026	MINNESOTA PAYROLL TAXES
202500556	W	0.00	02/27/2026	FEDERAL PAYROLL TAXES
202500557	W	0.00	02/13/2026	MINNESOTA PAYROLL TAXES
202500558	W	0.00	02/13/2026	FEDERAL PAYROLL TAXES
202500559	W	0.00	01/30/2026	MINNESOTA PAYROLL TAXES
202500560	W	0.00	01/30/2026	FEDERAL PAYROLL TAXES
202500561	W	0.00	01/15/2026	MINNESOTA PAYROLL TAXES
202500562	W	0.00	01/15/2026	FEDERAL PAYROLL TAXES
202500563	W	0.00	12/30/2025	MINNESOTA PAYROLL TAXES
202500564	W	0.00	12/30/2025	FEDERAL PAYROLL TAXES
202500565	W	0.00	12/15/2025	MINNESOTA PAYROLL TAXES
202500566	W	0.00	12/15/2025	FEDERAL PAYROLL TAXES
202500567	W	0.00	11/28/2025	MINNESOTA PAYROLL TAXES
202500568	W	0.00	11/28/2025	FEDERAL PAYROLL TAXES
202500569	W	0.00	11/14/2025	MINNESOTA PAYROLL TAXES
202500570	W	0.00	11/14/2025	FEDERAL PAYROLL TAXES
202500571	W	0.00	10/30/2025	MINNESOTA PAYROLL TAXES
202500572	W	0.00	10/30/2025	FEDERAL PAYROLL TAXES
202500573	W	0.00	10/15/2025	MINNESOTA PAYROLL TAXES
202500574	W	0.00	10/15/2025	FEDERAL PAYROLL TAXES
202500575	W	0.00	09/30/2025	MINNESOTA PAYROLL TAXES
202500576	W	0.00	09/30/2025	FEDERAL PAYROLL TAXES
202500577	W	0.00	09/15/2025	MINNESOTA PAYROLL TAXES
202500578	W	0.00	09/15/2025	FEDERAL PAYROLL TAXES
202500579	W	0.00	08/29/2025	MINNESOTA PAYROLL TAXES
202500580	W	0.00	08/29/2025	FEDERAL PAYROLL TAXES
202500581	W	0.00	08/15/2025	MINNESOTA PAYROLL TAXES
202500582	W	0.00	08/15/2025	FEDERAL PAYROLL TAXES
202500583	W	0.00	07/30/2025	MINNESOTA PAYROLL TAXES
202500584	W	0.00	07/30/2025	FEDERAL PAYROLL TAXES
202500585	W	0.00	07/15/2025	MINNESOTA PAYROLL TAXES
202500586	W	0.00	07/15/2025	FEDERAL PAYROLL TAXES
202500595	W	2,532.01	05/22/2026	MEDSURETY
202500596	W	5,040.37	05/22/2026	MEDSURETY
202500597	W	56,755.52	05/26/2026	HEALTH PARTNERS
202500598	W	50,827.28	05/29/2026	MINNESOTA PAYROLL TAXES
202500599	W	298,794.78	05/29/2026	FEDERAL PAYROLL TAXES
202500600	W	903.65	05/29/2026	MN DEPT OF REVENUE
202500601	W	55,659.24	05/29/2026	PERA
202500602	W	62,728.89	05/29/2026	TSA/ACH DEDUCTION
202500603	W	168,451.66	05/29/2026	TEACHER RETIREMENT ASSOCIATION
202500604	W	0.00	05/29/2026	MINNESOTA PAYROLL TAXES
202500605	W	0.00	05/29/2026	FEDERAL PAYROLL TAXES
202500606	W	123,379.33	05/29/2026	HEALTH PARTNERS
202500607	W	93.08	05/29/2026	MEDSURETY
202500608	W	660.77	05/29/2026	MEDSURETY
202500665	W	5,969.23	05/29/2026	DEED
202500666	W	5,969.23	05/29/2026	DEED
202500667	W	0.00	05/29/2026	DEED

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
202500668	W	0.00	05/29/2026	DEED
202500669	W	0.00	05/29/2026	DEED
202500684	W	143,153.06	06/01/2026	HEALTH PARTNERS
202500685	W	67,655.08	06/08/2026	HEALTH PARTNERS
202500686	W	1,069.76	06/05/2026	MEDSURETY
202500687	W	5,007.53	06/05/2026	MEDSURETY
202500688	W	62,590.16	06/15/2026	MINNESOTA PAYROLL TAXES
202500689	W	360,293.45	06/15/2026	FEDERAL PAYROLL TAXES
202500690	W	699.01	06/15/2026	MN DEPT OF REVENUE
202500691	W	52,529.57	06/15/2026	PERA
202500692	W	65,584.59	06/15/2026	TSA/ACH DEDUCTION
202500693	W	195,422.54	06/15/2026	TEACHER RETIREMENT ASSOCIATION
202500694	W	13,228.14	06/15/2026	DEED
202500695	W	0.00	06/15/2026	MINNESOTA PAYROLL TAXES
202500696	W	0.00	06/15/2026	FEDERAL PAYROLL TAXES
202500697	W	0.00	06/15/2026	DEED
202500698	W	1,168.50	06/11/2026	MEDSURETY
202500699	W	1,795.15	06/12/2026	MEDSURETY
202500700	W	3,202.28	06/12/2026	MEDSURETY
202500701	W	148,511.60	06/15/2026	HEALTH PARTNERS
252600576	A	56.62	06/05/2026	EMERY, HEATHER
252600577	A	1,048.16	06/05/2026	HOLSEN, ERIC
252600578	A	45.11	06/05/2026	KAUFMAN, LISA
252600579	A	1,071.55	06/05/2026	LENARZ, TAMMY
252600580	A	36.54	06/05/2026	MOLUMBY, MARY
252600581	A	185.00	06/05/2026	MONICATTI-TURNER, KATHRYN
252600582	A	43.69	06/05/2026	SPANNBAUER, DIANNE
252600583	A	51.69	06/05/2026	THERRES, HEIDI
252600584	A	164.07	06/05/2026	WOHLERS, DARI
252600585	A	79.49	06/05/2026	WRIGHT, AUBREY
252600586	A	145.66	06/10/2026	GIESELMAN, CATHERINE
252600587	A	34.37	06/10/2026	GIL-HAGBERG, FRANCES
252600588	A	29.00	06/10/2026	HANLEY, KATHLEEN
252600589	A	190.23	06/10/2026	HOLSEN, ERIC
252600590	A	17.69	06/10/2026	JAIMES-CASTELLANOS, MARIA
252600591	A	630.50	06/10/2026	LAROSE, TYLER
252600592	A	147.15	06/10/2026	PANKOW, BETHANY
252600593	A	96.00	06/10/2026	ROCHA, CHRISTIAN
252600594	A	116.00	06/10/2026	SAMMARTANO WEEKS, KRISTEN
252600595	A	91.99	06/18/2026	BERLIN, KATHERINE
252600596	A	527.54	06/18/2026	CALLIES, LAURA
252600597	A	218.66	06/18/2026	GAY, AMBER
252600598	A	37.70	06/18/2026	HEITZIG, BARBARA
252600599	A	41.03	06/18/2026	HOLSEN, ERIC
252600600	A	146.19	06/18/2026	JOHNSON, BRENDA
252600601	A	32.72	06/18/2026	LEVENDUSKY, PAIGE
252600602	A	47.00	06/18/2026	MOLAND, SHELLY
252600603	A	11.76	06/18/2026	OLESON, CAROLYN
252600604	A	20.00	06/18/2026	PEINE, JENNIFER

3,107,228.37 Totals for checks

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL	1,346,703.84	0.00	960,837.81	2,307,541.65
02	FOOD SERVICE	23,714.55	0.00	51,562.31	75,276.86
04	COMMUNITY EDUCATION	61,278.11	0.00	58,286.18	119,564.29
05	CAPITAL	2,351.64	0.00	49,633.58	51,985.22
20	INTERNAL SERVICE	0.00	0.00	17,321.62	17,321.62
21	MEDICAL	0.00	0.00	522,132.97	522,132.97
50	ACTIVITY ACCOUNT	13,405.76	0.00	0.00	13,405.76
***	Fund Summary Totals ***	1,447,453.90	0.00	1,659,774.47	3,107,228.37

***** End of report *****

CHECKRUNS

		May 22,2026-June 18,2026
FUND	DESCRIPTION	
1	GENERAL	\$ 2,307,541.65
2	FOOD SERVICE	75,276.86
4	COMMUNITY EDUCATION	119,564.29
5	CAPITAL	51,985.22
7	DEBT SERVICE	-
20	INTERNAL SERVICE	17,321.62
21	MEDICAL	522,132.97
50	ACTIVITY ACCOUNTS	13,405.76
TOTAL		\$ 3,107,228.37

		05/30/2026- 06/15/2026
PAYROLL		
Payroll Direct Deposit	900130126-900130882	\$ 1,849,980.99



School Board Agenda Item

Date: June 22, 2026

Place on Agenda: Consent Items

Action Requested: Approval

Attachment: Staffing Report

Topic: Staffing Report
Presenter(s): Board Chair
Background: The staffing report includes the Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves being recommended to the School Board for approval.
Recommendation: Administration recommends approval of the proposed staffing and supplemental staffing as presented.
Alternatives: Amend the motion to remove a certain appointment, resignation, transfer, retirement, abolishment, or leave. Provide administration with directions for the next steps.

CERTIFIED

Appointments/Reassignments

1. Sarah Ridgeway- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
2. Maciel Caridad Aquino- Summer Learning Academy Teacher Sub, \$33.50 per hour, Kaposia, effective June 15, 2026
3. Heidi Therres- Extended School Year Teacher, Kaposia, \$33.50 an hour, effective July 7, 2026
4. Linda Pederson- Summer Packer Preview Teacher, \$33.50 per hour, Middle School, effective June 15, 2026
5. Shannon Voeks- Summer 6th Grade Intervention, \$33.50 per hour, Middle School, effective June 15, 2026
6. Laura Shubat- Summer Learning Academy Teacher Sub, \$33.50 per hour, Kaposia, effective June 15, 2026
7. Theodore Rossow- Summer Credit Recovery Teacher, \$33.50 per hour, High School, effective June 15, 2026
8. Matthew Rankin- 2026 - 27 Science Teacher, 1.0 FTE, Middle School, BA Step 6, effective August, 2026
9. William Olson- 2026 - 27 Special Education Teacher, 1.0 FTE, High School, MA+60 Step 18, effective August, 2026
10. Laura Miller- Extended School Year Teacher, Kaposia, \$33.50 an hour, effective July 7, 2026
11. Jenna Ramirez- 2026 - 27 Science Teacher, 1.0 FTE, Community Learning Center, MA+30 Step 14, effective August, 2026
12. Denise Frederick- 2026 - 27 Occupational Therapist, 1.0 FTE, Lincoln Center, MA+60 Step 15, effective August, 2026
13. Kelsey Biljan - 2026-27 Licensed School Health Associate. 1.0 FTE, Lincoln Center, \$33.54 per hour, effective
14. Chris Skelly- Summer Credit Recovery Sub, \$33.50 per hour, High School, effective June 15, 2026
15. Elizabeth Zender- Summer Credit Recovery Sub, \$33.50 per hour, High School, effective June 15, 2026
16. Jessica Kohanek- Summer Credit Recovery Sub, \$33.50 per hour, High School, effective June 15, 2026

17. Aaron Zimmerman- Summer Credit Recovery Sub, \$33.50 per hour, High School, effective June 15, 2026
18. Deirdre Held- 2026 - 27 Long Term Substitute Teacher - Grade 3, 1.0 FTE, Kaposia Education Center, MA Step 11, effective August, 2026
19. Abbey Turgeon-Gavel - 2026 - 27 Occupational Therapist, 1.0 FTE, District Wide, MA Step 12, effective August, 2026
20. Curtis Carpenter - 2026 - 27 Interim Elementary Principal, 1.0 FTE, Lincoln Center, August 17, 2026 through January 22, 2027

Resignations/Retirements/Leaves/ Reductions/Other

1. Joshua Palmquist - LOA, SPED Teacher, SEC, effective September 14 through October 30, 2026
2. Andrew Harrison - LOA, Social Studies Teacher, SEC, effective October 2 through January 1, 2027
3. Catherine Gieselman- Resignation, ECFE Teacher, Family Ed Center, effective June 5, 2026
4. Christina Efteland- Resignation, Math Teacher, High School, effective June 5, 2026
5. June Hove- Resignation, School Nurse, Secondary, effective June 5, 2026
6. Brittini Peters- Resignation, Grade 1 Teacher, Lincoln Center, effective June 5, 2026
7. Jody Hansen- Resignation, Assistant Principal, Kaposia, effective June 30, 2026

SUMMER ATHLETICS

Summer Strength Camp Coach	Kennealy, Tim	\$23.00 (staff) per hour
Summer Strength Camp Coach	Spreigl, Manuel	\$23.00 (staff) per hour
Summer Strength Camp Coach	LaRose, Tyler	\$23.00 (staff) per hour
Summer Strength Camp Coach	Teigland, Matt	\$23.00 (staff) per hour
Summer Strength Camp Coach	Reynolds, Todd	\$23.00 (staff) per hour
Summer Strength Camp Coach	LaRose, Tyler	\$23.00 (staff) per hour
Summer Strength Camp Coach	Burk, Isaac	\$18.00 (staff) per hour
Summer Wrestling Coach	Brito, Gibby	Volunteer
Summer Wrestling Coach	Brito, Jose	Volunteer
Summer Wrestling Coach	Aho, Abraham	Volunteer
Summer Wrestling Coach	Nihart, Don	Volunteer
Summer Wrestling Coach	Nihart, Will	Volunteer
Summer Wrestling Coach	Trevino, Jose	Volunteer
Summer Wrestling Coach	Tonda, Teresa	Volunteer
Summer Basketball Camp Coach	Jenness, Harry	Volunteer
Summer Basketball Camp Coach	Esboldt, Sam	Volunteer

ATHLETICS 2026-27

Basketball Boys Head Coach	Esboldt, Sam	\$6,794.00
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Basketball Girls Head Coach	Jenness, Jr., Harry	\$6,794.00
Cross Country Boys & Girls Head Coach	Bakken, Chris	\$4,534.00
Cross Country Boys & Girls Varsity Asst	DeGidio, Curtis	\$2,892.00
Dance Team Head Coach	Wilson, Roz	\$5,136.00
Equipment Manager	Moen, Paul	\$7,077.00
Football Head Coach	Spreigl, Manuel	\$6,661.00
Football Varsity Asst Coach	Kennealy, Tim	\$4,337.00
Football Varsity Asst Coach	Draper, Mark	\$4,337.00
Football Varsity Asst Coach	Sundly, Scott	\$4,337.00
Football Varsity Asst Coach (JV/B)	Laska, Lucas	\$4,337.00
Football Varsity Asst Coach (JV/B)	Teigland, Matt	\$4,337.00
Football Additional Coach	Douglas, Isaac	\$4,294.00 (Boosters)
Football Additional Coach	Torres, Emmanuel	\$2,500.00 (Boosters)
Football Additional Coach	Lepper, Jay	\$2,500.00 (Boosters)
Football Volunteer Coach	Robertson, Joe	\$500.00 (Boosters)
Game Events Coordinator - Fall	Macioch, Joleen	\$2,780.00
Game Events Coordinator - Winter	Macioch, Joleen	\$2,780.00
Gymnastics Head Coach	Tautes, Kaia	\$5,614.00
Hockey Boys Head Coach	Palmquist, Zach	\$6,794.00
Hockey Girls Head Coach	Palmquist, David	\$6,794.00
Soccer Boys Head Coach	Derrick, James	\$5,308.00
Soccer Boys Varsity Asst & JV Coach	Gathje, Kevin	\$3,760.00
Soccer Boys Varsity Asst & B-Sq. Coach	Zimmerman, Aaron	\$3,760.00
Soccer Boys Freshman Coach	Kelley, Patrick	\$2,892.00
Soccer Girls Head Coach	Hart, Tom	\$5,308.00
Soccer Girls Varsity Asst/JV Coach	Bjorklund (Ricci), Marissa	\$3,760.00
Swimming Girls Head Coach	Firkus, Emily	\$5,308.00
Swimming Girls Varsity Asst Coach	Nylin, Jen	\$3,760.00
Tennis Girls Head Coach	Spreigl, Becca	\$4,254.00
Tennis Girls Asst. Coach	Sonday, Dave	\$2,602.00
Tennis Girls Middle School Coach	Riesselman, Nina	\$2,294.00
Tennis Volunteer Coach	Meyer, Pepper	Volunteer
Volleyball Head Coach	LaRose, Tyler	\$5,308.00
Volleyball Varsity Asst/JV Coach	Coops, Mikayla	\$3,760.00
Volleyball Varsity & Sophomore Coach	Martinez, Carina	\$3,760.00
Volleyball Freshman Coach	Potter, Rebecca	\$2,892.00
Volleyball Middle School Coach	Sielski, Jody	\$2,294.00
Volleyball Additional Coach	Vasquez, Aleah	\$3,500.00 (Boosters)
Volleyball Freshman 9B Coach (Flex)	Menzie, Victoria	\$2,821.00
Volleyball Middle School Coach (Flex)	Renteria, Leanne	\$2,237.00
Wrestling Head Coach	Nihart, Don	\$6,794.00

ACTIVITIES 2026-27

Combo Band - Show Choir	Hartman, Reed	\$1,181.00
Debate Head Coach	Anderson, Conrad	\$5,308.00
Jazz Ensemble Director	Hartman, Reed	\$2,024.00
Knowledge Bowl (9-12)	Anderson, Conrad	\$2,374.00
Prom Advisor	Lenarz, Tammy	\$1,311.00

School Store Advisor	Gustilo, Chris	\$4,048.00
Show Choir Director	Kobilka, Jill	\$4,047.00
Student Council Advisor - High School	Schultz, Meghan	\$4,128.00
Varsity Singers Director	Kobilka, Jill	\$1,181.00
Vocal Music - Senior High	Kobilka, Jill	\$1,181.00
Vocal Music - Middle School	Kobilka, Jill	\$861.00

**VII.A.2 Staff Appointments, Resignations, Retirements, Terminations
and Leaves**

06/22/2026

CLASSIFIED

Appointments/Reassignments

1. Erin Budzyn- Summer Educational Assistant, Kaposia, \$22.63 an hour, effective June 15, 2026
2. Chi Yang - Summer Cleaner, District Wide, \$19.78 an hour, effective May 27, 2026
3. Maragret Mickelson- Summer Cleaner, District Wide, \$19.78 an hour, effective May 27, 2026
4. Ariel Morales- Extended School Year SPED Assistant, Kaposia, \$25.11 an hour, effective July 7, 2026
5. Rebecca Brezniak- Extended School Year Early Childhood SPED Assistant, Kaposia, \$25.11 an hour, effective July 7, 2026
6. Colleen Wojnar- Extended School Year Early Childhood SPED Assistant, Kaposia, \$25.11 an hour, effective July 7, 2026
7. Chrys Andrae- Extended School Year SPED Assistant, Secondary, \$25.11 an hour, effective July 7, 2026
8. Joanne Woods- Extended School Year SPED Assistant, Secondary, \$25.11 an hour, effective July 7, 2026
9. Charmaine Coleman- Extended School Year SPED Assistant, Secondary, \$25.11 an hour, effective July 7, 2026
10. Gerald Bickel- Summer Cleaner, District Wide, \$19.78 an hour, effective May 27, 2026
11. Dominic Kelly - Summer Cleaner, District Wide, \$19.78 an hour, effective June 5, 2026
12. Kerry Pates- 2026 -27 SPED Assistant, High School, \$25.11 an hour, effective June 5, 2026
13. Deonte Roberts- Extended School Year SPED Assistant, Secondary, \$25.11 an hour, effective July 7, 2026
14. Collen Wojnar- Summer Learning SPED Assistant, Secondary, \$25.11 an hour, effective June 15, 2026
15. Catherine Becker- Summer Learning SPED Assistant, Secondary, \$25.11 an hour, effective June 15, 2026

16. Stephanie Simones- Summer Credit Recovery Educational Assistant, Secondary, \$22.63 an hour, effective June 15, 2026
17. Scott Shanklin- Maintenance Specialist, Service Building, \$35.49 an hour, effective June 8, 2026
18. Amy Caprioni- Summer ECCE Assistant, Secondary, \$23.08 an hour, effective June 15, 2026
19. Charlotte Krech- Head Engineer, Kaposia, \$31.07 an hour, effective July 1, 2026
20. Laura Givens -Summer Education Assistant Substitute, \$22.63 per hour, Kaposia, effective June 15, 2026
21. Stephanie Oliva -Summer Education Assistant - Credit Recovery, \$22.63 per hour, High School, effective June 17, 2026
22. Chantal Salado Paz -Summer Cultural Liaison, \$31.07 per hour, District Wide, effective June 17, 2026
23. Andrea Cuenca Medina -Summer Cultural Liaison, \$31.07 per hour, District Wide, effective June 17, 2026

Resignations/Retirements/Leaves/Reductions/Other

1. Nicholas Lovdahl - LOA, SPED Assistant, SEC, effective September 14, 2026 (reduced schedule through May 28, 2027).
2. Joanne Woods - LOA, SPED Assistant, SEC, effective May 12, 2026 (as needed)
3. Germaine Coleman- Resignation, Student Supervisor, Kaposia, effective June 4, 2026
4. Thomas Halverson- Resignation, PT Cleaner, Lincoln Center, effective June 4, 2026

Date: June 22, 2026

Place on Agenda: Business Meeting

Action Requested: Approval

Attachment: Policies: 420, 425, 504, 506, 514, 535, 606, 606.1, 606.5, 618, 702, 702.1, 703, 721

Topic: Policy Review - Final Reading and Approval
Presenter(s): Board Chair
Background: The following policies were reviewed by the School Board Policy Committee and are now on their final reading for approval. Each policy reflects current practice, meets legal requirements, and supports the day-to-day operations of the district. Based on its review and discussion, the committee recommends approval of the following policies: • #420 - Students, Employees Communicable Diseases Infectious Conditions • #425 - Staff Development • #504 - Student Dress and Appearance • #506 - Student Discipline • #514 - Bullying Prohibition • #535 - Service Animals • #606 - Textbooks and Instructional Materials • #606.1 - Reconsideration of Textbooks and Instructional Materials • #606.5 - Library Materials • #618 - Assessment of Student Achievement • #702 - Accounting • #702.1 - Fund Balances • #703 - Annual Audit • #721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources These updates help ensure district policies remain clear, consistent, and aligned with current expectations and practices.
Recommendation: The board policy committee recommends the approval of the policies noted above.
Alternatives: Do not approve and direct administration with next steps.

Adopted: June 14, 2004

MSBA/MASA Model Policy 420

Revised: 6/14/05; 6/25/07; 11/26/18; 6/22/26

Orig. 1990

Rev. 2026

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to

third parties) and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school administrator, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration guidelines of the Minnesota Department of Education and the Minnesota Department of Health (last revised 1988). (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of a student or staff threatens public health, it must be reported to the Minnesota Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Minnesota Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minnesota Statutes section 121A.23 that includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. Involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease or risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources including public health funds and foundations, department professional development funds, federal block grants or other federal or state grants.

J. Vaccination and Screening

1. The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings containment in keeping with current state and

federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

- Legal References:** Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 142 (Testing in School Clinics)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1401 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273 (1987) 16 EHLR 712, OCR Staff Memo, April 5, 1990
- Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
- Resources:** MN Department of Health, *Persons Required to Report Disease* (accessed 12/23/25)

Adopted: January 24, 2005

MSBA/MASA Model Policy 425

Orig. 2001

Rev. 2026

*Revised: 6/14/05; 6/25/07;
6/10/09 11/26/18; 1/8/24; 6/22/26*

425 STAFF DEVELOPMENT AND MENTORING

I. PURPOSE

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

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

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

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include non teaching staff, parents and administrators.

B. Establishing the Site Professional Development Teams

1. Administrators will determine the site professional development teams based on site and staff need.
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan which will be reviewed and subject to approval by the Board of Education.

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the Board of Education;
2. The means to achieve the staff development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a) Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
 - b) Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, Multi-lingual learners, and gifted children, within the regular classroom and other settings;
 - c) Provide an inclusive curriculum for a racially, linguistically, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d) Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e) Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f) Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g) Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
 - a) Support stable and productive professional communities achieved through ongoing and school-wide progress and growth in teaching practice;
 - b) Emphasize coaching, professional learning communities, classroom action research and other job-embedded models;

- c) Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;
- d) Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
- e) Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

- a) Focus on the school classroom and research-based strategies that improve student learning;
- b) Provide opportunities for teachers to practice and improve their instructional skills over time;
- c) Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- d) Enhance teacher content knowledge and instructional skills; including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- e) Align with state and local academic standards;
- f) Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
- g) Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
- h) Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral

academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and

- i) Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

- 7. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance.
- 8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the Board of Education the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. The Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district.
Teacher mentoring programs
must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Advisory Staff Development Committee shall assist the School District in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

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

V. STAFF DEVELOPMENT FUNDING

- A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers vote to waive the requirement to reserve basic revenue for staff development, the School District will reserve an amount up to two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; pre-service and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts.
- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On an annual basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be

limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

- B. Upon approval of the budget by the Board of Education, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the Board of Education and/or Superintendent for consistency with the Staff Development Plan.
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. EDUCATION SUPPORT PROFESSIONALS

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

VIII. REPORTING

- A. The School District and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's comprehensive achievement and civic readiness report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
2. The report will provide a breakdown of expenditures for:
 - a) curriculum development and curriculum training programs;
 - b) Staff development training models, workshops, and conferences; and
 - c) the cost of releasing teachers or providing substitute teachers for staff development purposes.

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

- B. The report will be signed by the superintendent and staff development chair.

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

Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None.

Adopted: October 25, 2004

MSBA/MASA Model Policy 504

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Rev. 2023

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

- A. The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and a learning environment. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

II. GENERAL STATEMENT OF POLICY

- A. The policy of this school district is to encourage students to be dressed appropriately for school activities and is in keeping with the needs of the learning environment.
- B. A student's clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student's dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.
- C. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:
 - 1. does not injure people or damage property;
 - 2. does not materially and substantially disrupt or interfere with the educational process or classwork;
 - 3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;

Such clothing includes, but is not limited to, the following:

- a) Clothing for the weather.
- b) Clothing that does not create a health or safety hazard.
- c) Clothing for the activity (i.e., physical education or the classroom).

- d) Footwear that does not present a safety hazard.
- e) Headwear, including hats or head coverings, are allowed provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must not interfere with the educational process. Hoodies must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student wearing the hoodie is seated. Students may wear headgear for a medical or religious reason.
- f) Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.

D. Student clothing may not include the following:

- 1. Extremely brief garments and see-through garments may not be worn.
- 2. Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.
- 3. Apparel promoting products or activities that are illegal for use by minors.
- 4. Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.

- E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.

III. PROCEDURES

- A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.

- B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).
- C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents/guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.
- D. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References:

U. S. Const., amend. I
Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)
Minn. Stat. § 363A.03, Subd. 36a (Definitions)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

Adopted: October 5, 1993

MSBA/MASA Model Policy 506

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Rev. 2024

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience.

This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

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

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of

physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;

- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

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

with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism.
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 1. a student causes or is likely to cause serious physical harm to other students or staff;
 2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;

- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday School and/or before or after school detention;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Restorative justice
- V. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, a teacher will consult with the building principal or principal designee about the potential removal of the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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

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

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

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

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

C. Procedures for Removal from Class:

1. A student will be removed from class only upon agreement of the appropriate teacher and Principal or Principal's designee after an informal administrative conference with the pupil. The decision to remove a student will ultimately be the responsibility of the Principal or Principal's designee.
2. The length of time of the removal will be at the discretion of the Principal or the Principal's designee after consultation with the teacher, but will not exceed five (5) class or activity periods per incident.
3. Removal from class may be imposed without an informal administrative conference when a student is causing and/or appears to be causing a serious disruption or appears to be creating an

immediate and substantial danger to himself/herself or to person(s) or property.

4. In removing a student from class, a District employee may use reasonable force, if necessary, in compliance with Minnesota Statutes section 121A.582 and other laws.
- D. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher and may not exceed five class periods for a violation of a rule of conduct.
- E. Students who are removed from class will be supervised by a District staff member. The assigned District staff member will determine where the student will go when removed, how they will get to their designated destination, and what the student will do when and while removed.
- F. Return to Class after Removal:
1. Students will return to class upon completion of the terms of the removal established at the informal administrative conference referenced in section II.B.3.
- G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;
1. The principal or principal's designee will determine the need for and method of notification to parent or guardian.
 2. After the student has been removed from class more than ten (10) times in one school year, the principal or designee will notify the student's parent and guardian and request that the parent or guardian meet with the site administrators to discuss the problem that is causing the student to be removed from class.
- H. Students on an Individual Education Plan (IEP) The principal or designee will determine whether the student's removal from class requires a meeting to review the adequacy of the student's current Individual Education Plan (IEP) or whether there is a need for further assessment. If it is determined such a meeting is necessary, the student's case manager will schedule and provide appropriate notices of such meeting.
1. Any procedures determined appropriate for referring students in need of special education services to those services.
- I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. Every school has a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
2. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.
3. Any public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse preassessment team of this information pursuant to Minnesota Statutes, section 121A.29.

XII. DISMISSAL

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

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

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

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

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

D. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having

administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed. A copy of the procedural safeguards will be given to the parent/guardian when the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a) strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b) assign the student to attend school on Saturday or before or after school as supervised by the principal or the principal's designee; and
 - c) petition the juvenile court that the student is in need of services under Minn. Stat., Ch. 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures:

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

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

school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party

presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

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

corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

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

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Pre Assessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60 (Definitions)
Minn. Stat. -121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. §§ 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22 Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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6/10/19; 5/26/20; 6/14/21; 6/27/22; 6/26/23
5/28/24; 6/22/26*

514 BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
 - 1. on school premises at school- functions, or activities, or on school transportation.
 - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a co curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the

mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber bullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

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

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

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy #506. The school district may take into account the following factors:

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

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for

detering violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

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

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

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

The term, “bullying,” specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.
- H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute

bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses

- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

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

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel, who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner, may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs

as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

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

5. Internet safety and cyberbullying.

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

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

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

- 1. Engage all students in creating a safe and supportive school environment;
 - 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 - 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 - 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 - 5. Teach students to advocate for themselves and others;
 - 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 - 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but

not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.
- C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.
- D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.
- E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

Minn. Stat. § Ch. 124E (Charter School)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)

34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School

District Employees)

MSBA/MASA Model Policy 413 (Harassment and Violence)

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

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

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

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 507 (Corporal Punishment)

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

MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

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

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

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

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

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

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

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

Adopted: November 14, 2016

Revised: 2/10/20; 6/22/26

MSBA/MASA Model Policy 535

Orig. 2019

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535 SERVICE ANIMALS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual’s disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A “handler” is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, “handler” means the person who cares for and supervises the animal on that individual’s behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. “Work or tasks” are those functions performed by a service animal.

2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
3. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship are not “work or tasks” for the purposes of this policy.

D. Trainer

A “trainer” is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school- sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.
- C. The school district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any school district building.
- D. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person’s disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
 1. Is the service animal required because of a disability; and

2. What work or tasks is the service animal trained to perform.
- E. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- F. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individuals authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
 - 1. Any of the requirements described in Part V., above, are not met.
 - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
 - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;

- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136
(ADA Regulations)

Act)

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education

Minn. Stat. § 256C.02 (Public Accommodations)

Minn. Stat. § 363A.19 (Discrimination Against Disabilities
Prohibited)

Minn. Stat. § 609.226 (Harm Caused by Dog)

Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross References:

MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)

MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 606

Revised: 8/9/04; 8/22/05; 9/25/06; 4/24/17
4/13/20; 6/22/26

Orig. 1995
Rev. 2026

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

- A. The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that
 - 1. support the goals and objectives of the education programs;
 - 2. consider the needs, age and maturity of students;
 - 3. foster respect and appreciation for cultural diversity and varied opinion;
 - 4. fit within the constraints of the school district budget.
 - 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes section 124D.61.
 - 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.
- D. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the students.
- E. The Board recognizes the right of an individual parent to request that his/her child not have to use specific materials provided a written request is made to the appropriate building principal. When the materials in question are a part of a course requirement, acceptable alternative materials will be provided.

- F. No parent or group of parents has the right to select the materials for students other than for their own children.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 120B.235, (American Heritage Education)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials & School Board Members to be Disinterested; Penalty)

20 U.S.C. 1232h(a) (Protection of Pupil Rights)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Pratt v. Independent Sch. Dist, No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

**Request for Reconsideration of
Textbooks and Other Instructional Materials**

To: _____,

Principal

School

Title of textbook, material, name of speaker, location of field trip, unit of instruction:

School/Class/Teacher:

1. To what do you object? Please be specific, cite portions, and page numbers. If more room is needed, use the reverse side of this form or attach additional pages.)

2. Did you read, listen, view or observe this material, speaker, field trip, or unit of instruction in its entirety? If not, what parts did you examine?

3. What action do you desire the school to take?

4. Request made by:

First and Last Name

Signed: _____

Date:

Address: _____

Phone:

Email: _____

Adopted: November 11, 1975

*Revised: 12/19/79; 1/5/88; 5/7/91; 8/9/04
8/14/17; 4/13/20; 6/22/26*

606.1 RECONSIDERATION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

I. PURPOSE

- A. The purpose of this policy is to provide direction for reconsideration of textbooks or other instructional materials within school district programs.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. Additionally, the school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. PARENT REVIEW OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. Parents have the right to examine materials used in the classroom or otherwise made available to students.
- B. The Board recognizes the right of an individual parent to request that his/her child not have to use specific materials provided a written request is made to the appropriate building principal. When the materials in question are a part of a course requirement, acceptable alternative materials will be provided.
- C. No parent or group of parents has the right to select the materials for students other than for their own children.

IV. RECONSIDERATION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The school board will follow these procedures when dealing with reconsideration of textbooks and other instructional materials.

1. Any parent who wishes to request reconsideration of the use of any material(s) shall make such request in writing on forms provided through building principals. This form is attached and is to be considered a part of these procedures.
2. When parent objection(s) arise, the teaching and administrative staffs will determine when and how to deal with the material(s) in question. Recommendations will be based on such considerations as:
 - a) Appropriateness
 - b) Maturity of students
 - c) Needs of the students
 - d) Time and emphasis given
3. The principal shall provide, within five school days, a written response to the request for reconsideration, outlining the status of the material and the recommendation(s) made to the superintendent and related factors such as the people he/she involved in arriving at his/her recommendation. Distribution of this shall be made to all concerned citizen(s), teacher(s), superintendent, and the school board.
4. Upon receipt of the principal's response to the request for reconsideration the item shall be placed on the agenda of the next regular meeting. The final decision for this recommendation shall rest with the school board.
5. The reconsideration process may be halted at any point if the objection is resolved to the satisfaction of all concerned. In such cases, a brief report of the details will be furnished to all recipients of the initial request.

Adopted: _____

MSBA/MASA Model Policy 606.5

Revised: 6/22/26

Orig. 2023
Revised 2025

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF PURPOSE

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained school district staff, with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

[NOTE: The school board may choose to revise the General Statement of Purpose.]

III. DEFINITIONS

- A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section 124D.991, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;

2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

[NOTE: The school board may add a sentence that incorporates the term(s) used to identify libraries in the school district, such as “The school district’s libraries are commonly referred to as _____.]

- B. “Library collection” consists of the library materials made available to students.
- C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.
- D. “Library media specialist” is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

[NOTE: The specific titles of the school district’s library staff should be used for this definition and substituted for “library media specialist” throughout this model policy. Please note the new 2024 law in Article IV regarding administration of selection and reconsideration procedures.]

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

- A. The school board recognizes the expertise of the school district’s professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.
- C. The procedures for selection and reconsideration set forth in this policy will be administered by:
1. a licensed library media specialist under Minnesota Rules, part 8710.4550;

2. an individual with a master's degree in library science or library and information science; or
 3. a professional librarian or a person trained in library collection management.
- D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:
1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;
 2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or
 3. compliance with state or federal law.

[NOTE: In 2024, the Minnesota legislature enacted a new law—Minnesota Statutes 134.51—that includes the new provisions above.]

[NOTE: Minnesota Statutes, section 134.51, cited above, recognizes the school board's authority to make decisions regarding library materials. Through adoption of this policy, the school board delegates selection and reconsideration of library materials decision making as set forth in this policy.]

V. SELECTION OF LIBRARY MATERIALS

- A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
 2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
 3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
 4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
 5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):

- a. Artistic quality and/or literary style;
 - b. Authenticity;
 - c. Critical thinking;
 - d. Educational significance;
 - e. Factual content;
 - f. High interest for intended audience; and
 - g. Readability.
6. The selection of library materials shall conform to the constraints of the school district budget.

[NOTE: Before adopting selection criteria, the school board is strongly encouraged to consult with the licensed library media specialist, who possesses professional expertise and experience in selecting appropriate library materials. The school board may choose to adopt selection criteria specifically designed for each school building.]

[NOTE: A school board may choose to adopt similar selection criteria for classroom library materials, with the classroom teacher making selection decisions. If a school board chooses to address classroom libraries, the board can decide whether to follow the reconsideration process in this model policy or to create a different process for classroom library materials.]

- B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

[NOTE: The school board may choose to identify specific sources and specialists that satisfy this paragraph.]

- C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.
- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.

E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource

materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

[NOTE: The school board may choose to delete Paragraph E.]

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

[NOTE: The school board may decide whether to allow a building principal to remove library materials pending completion of the reconsideration process.]

- C. Informal Request for Reconsideration of Specific Library Material
 - 1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.
 - 2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
 - 3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.
- D. Formal Request for Reconsideration of Specific Library Collection Material
 - 1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific*

Library Collection Material form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:
 - a. One member of the school district administration
 - b. One principal
 - c. Two teachers
 - d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)
 - e. Two members of the school district community with no direct connection with the request for reconsideration
 - f. Two student representatives (as appropriate to the specific request).

[NOTE: This list of Review Committee members is an example. The school board may alter this list. The school district may decide to create Review Committees for individual schools.]

3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.
4. The Review Committee
 - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
 - b. shall examine the specific library material as a whole;
 - c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
 - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library

material.

5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.

[NOTE: The school board can decide whether to allow appeal of a Review Committee decision to the superintendent or the superintendent's designee. If appeal to the superintendent or the superintendent's designee is permitted, the school board may direct the superintendent or the superintendent's designee to craft an appeal process or the board may choose to create the process itself.]

6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

[NOTE: The school board may decide whether to allow an appeal of a Review Committee decision directly to the school board or whether the appeal to the superintendent or the superintendent's designee is a required intermediary step. If appeal to the school board is permitted, the school board may direct the superintendent or the superintendent's designee or designee to craft an appeal process or the board may choose to create the process itself.]

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

- A. the title, author, and other relevant identifying information about the material being challenged;
- B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;
- C. the result of the challenge or reconsideration request; and
- D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

[NOTE: This article was enacted in 2024 by the Minnesota legislature.]

IX. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

[NOTE: This article was enacted in 2024 by the Minnesota legislature.]

- Legal References:*** Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)
Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)
- Cross References:*** MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

Adopted: April 11, 2005

MSBA/MASA Model Policy 618

Revised: 6/25/07; 9/22/08; 11/26/18; 6/22/26

Orig. 1998

Rev. 2026

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. “Cultural competence,” “cultural competency,” or “culturally competent,” for purposes of statewide accountability, means the ability of families and educators to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- F. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.

- G. “Required standard” means (1) 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 are required to be implemented in the classroom.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

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

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer academic knowledge and skills to allow students to satisfactorily complete a state standard by the use of grade level or high school level benchmarks.

B. Local Assessments

Locally selected assessments are expected to provide opportunities for students to demonstrate their achievement of the elective standards or other locally adopted standards.

C. Statewide Academic Standards Testing

- 1. The school district will utilize state constructed tests developed from and aligned with the state’s required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state’s academic standards.
- 2. The school district will administer annually, in accordance with the process determined by MDE, the state constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a) computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b) state-developed high school reading and mathematics tests aligned with state academic standards;

- c) a high school writing test aligned with state standards, when it becomes available; and
 - d) science assessments Annual science assessments are required in one (1) in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
- 3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
 - 4. The school district may use a student's performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. The school district may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
 - 5. The school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
 - 6. Students who do not meet or exceed the Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age. or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1, paragraph (c). The school district will determine how this notice is given.

D. Student Participation

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

noncredit course at a Minnesota state college or university in the corresponding subject area;

- e) summarizes the provisions in Minnesota Statutes section 120B.306, subdivision 1; and
 - f) notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
- 2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.
 - 3. The school district may provide a student's parent access to the student's individual student performance data and achievement report that is made available under Minnesota Statutes, section 120B.305, paragraph (b), clause (1), when the performance data and report is available to the school district.

VI. RIGOROUS COURSE OF STUDY WAIVER

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

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. Though not a high school graduation requirement, all students, except those eligible for alternative assessments, will be encouraged to participate in a nationally recognized college entrance exam
- D. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.
- E. 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.
- F. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know

how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References:

- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.022 (Elective Standards)
- Minn. Stat. § 120B.023 (Benchmarks)
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- Minn. Stat. § 120B.306 (District Assessment Requirements)
- Minn. Stat. § 120B.307 (College and Career Readiness)
- Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.3520 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
- 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

- MSBA/MASA Model Policy 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
- MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
- MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: December 11, 2017

Revised: 6/22/26

MSBA/MASA Model Policy 702

Orig. 1995

Revised 2022

702 ACCOUNTING

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minnesota Statutes section 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minnesota Statutes section 123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also provide for the publication of the financial information specified in Minnesota Statutes section 123B.10 in the manner specified therein.

Legal References:

- Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
- Minn. Stat. § 123B.09 (Boards of Independent School Districts)
- Minn. Stat. § 123B.10 (Publication of Financial Information)
- Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
- Minn. Stat. § 123B.75 (Revenue; Reporting)
- Minn. Stat. § 123B.76 (Expenditures; Reporting)

Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)

Minn. Stat. § 123B.78 (Cash Flow; School District Revenues; Borrowing for Current Operating Costs; Capital Expenditure Deficits)

Minn. Stat. § 123B.79 (Permanent Fund Transfers)

Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)

Adopted: June 14, 2004

*Revised: 2/14/05; 8/22/05; 12/10/07; 6/13/11
1/11/16; 12/11/17; 3/14/22; 6/22/26*

702.1 FUND BALANCES

I. PURPOSE

This policy creates new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The school district complies with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement prevails.

III. DEFINITIONS

- A. “Assigned” fund balance amounts are comprised of unrestricted funds constrained by the district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. “Committed” fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. “Enabling legislation” means legislation that authorizes a district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

- D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a district fund.
- E. “Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The district must classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The district will strive to maintain a minimum unassigned general fund balance of 8 percent of the annual budget.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned; with the exception that restricted, committed, or assigned fund balance spending may be deferred and unassigned resources spent first if fund balances need to be preserved to facilitate future expenditure plans.

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Superintendent of Schools. Any assignments made must be reported to the school board on an annual basis.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The finance office will monitor the fund balance. If the fund balance falls below the minimum fund balance policy, the school board will implement procedures to stabilize the district's financial position.

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References: MSBA Service Manual, Chapter 7, Education Funding

Adopted: February 14, 2005

MSBA/MASA Model Policy 703

Revised: 3/12/18; 6/22/26

Orig. 1995

Rev. 2000

703 ANNUAL AUDIT

I. PURPOSE

- A. The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

- A. The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

- A. The school board shall appoint independent certified public accountants to audit, examine and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.
- B. After the close of each fiscal year, the books, records and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Minnesota Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minnesota Statutes section 123B.14, subdivision 7.
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.
- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act, and the Minnesota Legal Compliance Audit Guide for School Districts issued by the Office of the State Auditor.
- F. The school board must approve the audit report by resolution or require a further or amended report.

- G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minnesota Statutes 6.

Legal References: Minn. Stat. Ch. 6 (State Auditor)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn.Stat. § 123B.77, Subds. 2 and 3 (Accounting, Budgeting, and Reporting Requirement)

Cross References: MSBA/MASA Model Policy 702 (Accounting)

Adopted: April 24, 2017

Revised: 11/26/18; 6/22/26

MSBA/MASA Model Policy 721

Orig. 2016

Rev. 2026

721 PROCUREMENT POLICY

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district. This policy also seeks to ensure compliance with Minnesota procurement laws governing school districts.

II. DEFINITIONS

A. “Grants” includes

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. below:

1.
 - a. The federal financial assistance that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 ; or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (2) of the definition of Federal financial assistance in 2 Code of Federal Regulations 200.1, or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which the school district purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the school district considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the school district for financial statement purposes, or \$10,000.
- F. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).
- G. “Competitive procurement process” means a process for procurement by sealed bids or by proposals under Minnesota Statutes, section 471.345.
- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations section 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the school district to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. PROCUREMENT METHOD OPTIONS

A.

“Procurement by micro-purchase” The acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micropurchase threshold of (generally \$25,000, except as otherwise discussed in 48 Code of Federal Regulations, Subpart 2.1 or as periodically adjusted for inflation).

B.

“Procurement by small purchase procedures”

This procurement method may be used when the value of the procurement transaction does not exceed the federal simplified acquisition threshold and is within the state threshold of \$175,000. If a small purchase procedure is used, price or rate quotations must be obtained from an adequate number of qualified sources. Unless specified by the Federal agency, the school district may exercise judgment in determining what number is adequate.

C.

“Procurement by sealed bids (formal advertising)”

This procurement method involves a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

D.

4. “Procurement by competitive proposals”

This procurement method is normally conducted with more than one source submitting an offer, and either a fixed-price or cost reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

E.

5. “Procurement by noncompetitive proposals”

This procurement method is procurement through solicitation of a proposal from only one source.

IV. GENERAL PROCUREMENT STANDARDS

- A. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district’s procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.

- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.
- H. Thresholds for Employee Purchases

The superintendent and/or (insert title(s) as appropriate), in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy.

Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

- 1. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than \$1,000 and is consistent with this policy's requirements.
- 2. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:
 - a. Superintendent: Up to (insert dollar amount)
 - b. (insert title): Up to (insert dollar amount)

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

The school district must use one of the following methods of procurement when using state funds:

- A. Procurements for \$25,000 or less If the amount of the contract is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the school district's discretion. If the contract is made upon quotation it shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for \$25,000 or less also may be conducted by micro-purchase.

- B. Procurements Exceeding \$25,000 but not \$175,000

- 1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

- 2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

- C. Procurements Exceeding \$175,000

If the amount of the contract is estimated to exceed \$175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing school district contracts. Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;
2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;
4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;
5. any or all bids may be rejected if there is a sound documented reason; and
6. in order for a sealed bid to be feasible, the following conditions must be present:
 - a. a complete, adequate, and realistic specification or purchase description is available;
 - b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
 - c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;
2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and

3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by competitive proposals.

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. If this method is used, the following requirements apply:

1. Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;
2. Proposals must be solicited from an adequate number of qualified sources.
3. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
5. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

B. Procurement by noncompetitive proposals.

Procurement by noncompetitive proposals may be used only when one (1) or more of the following circumstances apply:

1. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;
2. The item is available only from a single source;
3. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
4. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
5. After solicitation of a number of sources, competition is determined inadequate.

C. Competition.

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.
2. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
 - a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);
 - b. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
 - c. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

D. The school district must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. The school district must not preclude potential bidders from qualifying during the solicitation period.

E. The school district is prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.

F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations section 180.215.

G. Managing Property and Equipment and Safeguarding Assets

1. Property Standards.

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other

property owned by the school district. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations section 200.311, 200.314, and 200.315.

2. Managing Equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

- a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
- d. Adequate maintenance procedures must be developed to keep property in good condition.
- e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

H. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;
2. Information that the federal agency or pass-through entity designates as sensitive; and
3. other information that the school district considers sensitive and is consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality.

VII. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and tracking expenditures to establish that funds have been used in accordance with federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control and accountability.

Advance payments to the school district must be limited to the minimum amounts needed and be timed with actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the school district for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with guidance in "Standards for Internal Control in the Federal Government," issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information and other information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements).
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
3. “Omni Circular” (also known as 2 Code of Federal Regulations, Part 200 the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards or the Uniform Grant Guidance means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
4. “Advance payment” means a payment that a federal agency or passthrough entity makes by any appropriate payment mechanism and payment method before the school district disburses the funds for program purposes.

C. Allowable Costs. The following items are costs that may be allowable under the 2 Code of Federal Regulations Part 200, subpart E under specific conditions (review the specific part of 2 Code of Federal Regulations 200, subpart E for allowability requirements for the specific cost):

1. Advertising and public relations;
2. Advisory councils;
3. Audit costs and related services;
4. Bonding costs;
5. Compensation personal services;
6. Compensation – fringe benefits;
7. Conferences;
8. Contingency provisions;
9. Depreciation;
10. Employee health, and welfare costs;

11. Equipment and other capital expenditures;
12. Gains and losses on disposition of depreciable assets;
13. Insurance and indemnification;
14. Intellectual property;
15. Maintenance and repair costs;
16. Materials and supplies costs, including costs of computing devices;
17. Memberships, subscriptions, and professional activity costs;
18. Organization costs;
19. Participant costs;
20. Plant and security costs;
21. Pre-award costs;
22. Professional service costs;
23. Proposal costs;
24. Publication and printing costs;
25. Rearrangement and reconversion costs;
26. Recruiting costs;
27. 27. Relocation costs of employees;
28. Rental costs of buildings and equipment;
29. Scholarships, student aid costs, and tuition remission;
30. Specialized service facilities;
31. Taxes;
32. Telecommunication and video surveillance costs;
33. Termination and standard closeout costs;
34. Training and education costs;
35. Transportation costs; and
36. Travel costs.

D. Costs Forbidden by Federal Law. 2 Code of Federal Regulations Part 200 and EDGAR identify certain costs that may never be paid with federal funds. The list below provides examples of such costs. If a cost is on this list, it may not be supported with federal funds unless an exception exists (review the specific part of 2 Code of Federal Regulations 200, subpart E for possible exceptions to unallowable costs). The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations Part 200, subpart E; thus, the following list is not exhaustive:

1. Alcoholic beverages;
2. Bad debts;
3. Contingency provisions (with limited exceptions);
4. Contributions and donations
5. Entertainment (with limited exception);
6. Fundraising and investment management costs (with limited exceptions);
7. Fines, penalties, damages, and other settlements;
8. General costs of government (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
9. Goods or services for personal use;
10. Interest (except interest specifically stated in 2 Code of Federal Regulations section 200.449 as allowable);
11. Lobbying;
12. Losses on other Federal awards or contracts;
13. Selling and marketing;
14. Student activity costs;
15. Religious use;
16. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.
2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as

supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require school districts to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three (3) situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
4. These presumptions apply differently in different federal programs and also in school wide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district’s grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the DO, MDE, and the MDE Office of Inspector General, (if applicable). School districts are also required to report matters related to school district integrity and performance in accordance with Appendix XII of 2 Code of Federal Regulations, part 200. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

IX. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with the school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, the school district must follow its written non-federal, entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related

leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.
 3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
 4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the school district's written policies.
 5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established school district written policies.
 6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of “direct cost” in the applicable cost principles of the Uniform Grant Guidance.

E. Travel Costs. Under 2 Code of Federal Regulations, section 200.475, travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The method used must be consistent with those normally allowed in like circumstances in the school district’s non-federally funded activities and in accordance with the school district’s established written policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations as a result of the school district’s written policy.

In addition, when costs are charged directly to the federal award, documentation must justify that:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district’s established written policy.

Temporary dependent care costs above and beyond regular dependent care are allowable provided that these costs are:

1. A direct result of the individual’s travel for the federal award;
2. Consistent with the school district’s established written policy for all school district travel; and
3. Only temporary during the travel period.

X. SUBRECIPIENT MONITORING

A. The school district will:

1. Verify that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in SAM.gov that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.
2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best

available information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

a. Required information includes:

(1) Federal award identification

- (i) Subrecipient's name (must match the name associated with its unique entity identifier);
- (ii) Subrecipient's unique entity identifier;
- (iii) Federal Award Identification Number (FAIN);
- (iv) Federal Award Date;
- (v) Subaward Period of Performance Start and End Date;
- (vi) Subaward Budget Period Start and End Date;
- (vii) Amount of Federal Funds Obligated in the subaward;
- (viii) Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;
- (ix) Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;
- (x) Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);
- (xi) Name of the Federal agency, pass-through entity, and contact information for awarding official of the pass-through entity;
- (xii) Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;
- (xiii) Identification of whether the federal award is for research and development; and
- (xiv) Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).

(2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;

(3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;

(4) Indirect cost rate:

- (5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and
 - (6) Appropriate terms and conditions concerning the closeout of the subaward.
- 3. Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:
 - a. The subrecipient's prior experience with the same or similar subawards;
 - b. The results of previous audits. This includes considering whether or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;
 - c. Whether the subrecipient has new personnel or new or substantially changed systems; and
 - d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).
- 4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.
- 5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:
 - a. Review financial and performance reports.
 - b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.

- c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.
 - d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.
6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:
- a. Providing subrecipients with training and technical assistance on program-related matters;
 - b. Performing site visits to review the subrecipient's program operations; and
 - c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.
7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.
8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.
9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Standards of Conduct

The school district will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

- B. No employee, officer, agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, agents, and board member of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, agent, or board member of the school district. Disciplinary actions may be undertaken pursuant to the school district's Discipline, Suspension, and Dismissal of School Employees policy.
- C. Organizational Conflicts of Interest. If the school district has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the school district must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- D. Disclosing Conflicts of Interest. The school district will disclose in writing any potential conflict of interest to MDE in accordance with established federal awarding agency policies.

Legal References:

Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 16C.28 (Contracts; Awards)
Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.391 (Declaration Form)
Minn. Stat. § 471.392 (Penalty)
Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
18 U.S.C. (Crimes and Criminal Procedures)
31 U.S.C. §§ 3729–3733 (False Claims)
2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)

2 C.F.R. 200 Subpart E (Cost Principles)
2 C.F.R. 200 Subpart F (Audit Requirements)
2 C.F.R. § 200.1 (Definitions; Capital Assets)
2 C.F.R. § 200.101 (Applicability)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205 (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.208 (Specific Conditions)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Federally-owned and Exempt Property)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319 (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.413 (Direct Costs)
2 C.F.R. § 200.414 (Indirect Costs)
2 C.F.R. § 200.415 (Required Certifications)
2 C.F.R. § 200.425 (Audit Services)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)
2 C.F.R. § 200.513 (Responsibilities)
2 C.F.R. § 200.521 (Management Decisions)
45 C.F.R. § 75.2 (Definitions)
45 C.F.R. § 75.317 (Insurance Coverage)

45 C.F.R. § 75.320 (Equipment)
48 C.F.R. Subpart 2.1 (Definitions)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Resources: Minnesota Department of Education (MDE): Procurement Handbook [January 8, 2025] (accessed 01/07/26)
MDE: Competitive Proposal Method [April 2020] (accessed 01/07/26)
Office of Management and Budget: OMB Guidance for Federal Financial Assistance (Uniform Guidance) (accessed 02/20/26)
U.S. DOE: Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations (accessed 01/09/26)
U.S. DOE: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (accessed 01/09/26)



School Board Agenda Item

Date: June 22, 2026
Place on Agenda: Business Meeting
Action Requested: Approval
Attachment: South Suburban ABE Consortium Agreement

Topic: South Suburban ABE Consortium Agreement
Presenter(s): Tom Umhoefer SSABE Coordinator
Background: The purpose of this agreement is to provide cooperative efforts for adult basic education services, which include adult basic education, GED preparation, English as a second Language and other applicable services. This agreement shall commence on July, 1, 2026 and terminate on June 30, 2027.
Recommendation: Administration recommends the Board formally accept the South Suburban ABE Consortium Agreement
Alternatives: N/A



South Suburban Adult Basic Education (SSABE) Consortium Agreement

1) Purpose:

The purpose of South Suburban ABE consortium is to provide Adult Basic Education opportunities to its adult residents 17 year of age and older who are not currently enrolled in public school regular classes through the collaborative use of federal, state, and local resources.

This agreement establishes the formal operational procedures used to facilitate the business of the consortium. This business includes management of the Consortium funding, expenditures, and reporting. It also includes the development of procedures necessary to promote efficient operation of the Consortium with regard to basic fiscal, program, and procedural responsibilities.

2) Membership:

This document constitutes an agreement between the member districts of the South Suburban Adult Basic Education Consortium. The membership includes the following districts: South St. Paul Public Schools #6, Inver Grove Heights ISD #199 and West St. Paul, Mendota Heights, Eagan ISD #197

3) Period of Agreement:

The length of this agreement is from July 1, 2026 to June 30, 2027 (once a year/annually)

4) Member Districts Responsibilities:

The participating consortium members include but are not limited to:

- Provide the services of their Community Education Director as a representative of ABE Team.
- Provide as needed: Space (classroom, computer access, copier/printer access, technology support, materials storage, etc.), equipment, evening building supervision, Community Education Catalog Advertising, child care, transportation.
- Promote SSABE programming
 - When inquiries occur, staff will provide a referral to SSABE Program Facilitator via phone call or email.
 - Promotion of SSSABE program options will be provided on each member district's and the TriDistrict website
 - Promotion of SSABE program options will be posted in the members district facilities
- Attend meeting (2X per year)(virtually or in-person)
- Provide signature below as evidence that the member representative has read, understands and agrees to this Agreement and the annual Minnesota ABE Assurances annually.
- Member districts may choose to leave the Consortium once the Consortium Agreement expires. Any district wishing to do so must give official notification of the change by February 1, with separation to occur July 1. The notification of the change needs to be sent to the MN Department of Education-ABE Director and the SSPPS Superintendent (SSPPS is the Fiscal Agent of SSABE)

5) Responsibilities of the fiscal agent (South St. Paul Public Schools#6)

South St. Paul, serving as fiscal agent, will:

Data/Finance

- Develop operational guidelines and procedures
- Develop the annual ABE grant application as well as any other applications involved with meeting federal and State requirements, and attend any meetings/training required by MDE ABE.
- Submit required reports to the State of Minnesota, including those showing performance and fiscal management.
- Data Collection per state and federal requirements.
- Development and submission of the State 5 Year Narrative and any federal applications, including review and update of policies and procedures.
- Receive and manage State and Federal Aid for adult basic education for the consortium.
- Develop and monitor budget for the consortium which is presented annually
- Include ABE budget as part of its yearly school district audit.
- Management of donated funds through the SSPPS Educational Foundation.

Staffing/Volunteers

- Hire staff or in cases of certain collaborative programming, recommend staff
- Provide space for Consortium Administration
- Professional development for teachers and other program staff
- Volunteer recruitment, training and coordination
- Development of marketing materials and tracking of market impact.

Public Relations/Collaboration

- Promote program activities utilizing a variety of outreach strategies
- Collaborate with Dakota County to facilitate workforce development and education
- Provide monthly reports to the 197 & 199 Community Education Directors to keep them informed of all information and issues relevant to efficient and effective functioning of the consortium.
- Student surveys conducted and results shared.
- Coordinate annual signature of the Consortium Agreement by members.

The undersigned understand and agree to items contained herein:

School board Chair, Special District 6

Date: _____

School board Clerk, Special District 6

Date: _____

School board Chair, ISD 199

Date: _____

School board Clerk, ISD 199

Date: _____

School board Chair, ISD 197

Date: _____

School board Clerk, ISD 197

Date: _____

Date: June 22, 2026

Place on Agenda: Business Items

Action Requested: Approval

Attachment: 2026-27 Budget Summary

Topic: Proposed 2026-27 Budget
Presenter(s): Ra Chhoth, Executive Director of Finance and Operations
Background: Attached are the proposed 2026-27 Budgets. The Board of Education must approve these budgets prior to June 30, 2026. The 2026-2027 Budget Summary includes a description of fund, budget assumptions and proposed 2026-2027 budget for each of the following funds: General Fund, Food Service Fund, Community Service Fund and Debt Service Fund. A Draft version of this was presented at the June 08,2026 Board Work Session
Recommendation: Approval
Alternatives: N/A



South St. Paul Public Schools

2026-2027 Budgets

First Reading: June 08, 2026
Final Approval: June 22, 2026

District Financial Timeline

South St Paul Public Schools, along with all other Minnesota school districts, operates on a fiscal year from July 1 – June 30. The budget is presented to the School Board for approval each June. Management of the school district's budget is a process that includes important steps that occur throughout the year. The life cycle of the 2025-26 budget began last fall and will conclude with the final audit scheduled for November 2026.

September 2025	The school board reviewed and approved the preliminary property tax levy for fiscal year 2026-27.
November 2025	The school board reviewed and approved the final 2024-25 audit.
December 2025	The school board reviewed and approved the final property tax levy for fiscal year 2026-27.
January 2026	The school board began the 2026-27 budget planning process by reviewing the 2026-27 budget assumptions and budget projections. The school board approved the 2026-27 Budget Guiding Change Document.
March 2026	The school board reviewed and approved the proposed budget adjustments for 2026-27.
June 2026	The school board will review and approve the 2026-27 budgets.
September 2026	The school board will review and approve the preliminary property tax levy for fiscal year 2027-28.
November 2026	The school board is scheduled to review and approve the final 2025-26 audit.
December 2026	The school board will review and approve the final property tax levy for fiscal year 2027-28.

District Financial Overview

We are pleased to present the South St. Paul Public Schools Fiscal Year 2026-27 Budget. This budget reflects the district's commitment to providing high-quality educational opportunities while maintaining responsible stewardship of public resources.

The FY 2026-27 budget was developed through a comprehensive planning process that considered enrollment trends, legislative changes, staffing needs, inflationary pressures, contractual obligations, and the strategic priorities of the district. Throughout the budget development process, administration focused on balancing educational investments with long-term financial sustainability.

The proposed budget reflects current revenue estimates and expenditure projections available at the time of adoption. District administration will continue to monitor financial conditions throughout the year and provide regular updates to the School Board regarding significant changes that may impact the district's financial position.

Minnesota school districts are required by law to prepare financial reports and annual budgets. For school districts, these financial reports include the detailed tracking of revenues and expenditures within a structure known as the Uniform Financial Accounting and Reporting Standards (UFARS). The Minnesota Legislature mandated that school districts use the UFARS reporting system. This system allows school districts to meet legislative requirements, establish greater accuracy in reporting, and provide financial accountability of public funds.

A school district's operating budget comprises different revenue and expenditure categories called 'funds'. These funds are established within UFARS in accordance with statutory requirements and Generally Accepted Accounting Principles (GAAP). Each fund maintains its own separate revenues, expenditures and fund balances. South St Paul Public Schools currently uses five funds:

Fund #	Fund Title	Common Purpose
01	General	Used to account for the general operating costs, such as educational activities, district instructional and student support programs, student support services, operations and maintenance costs and building and district administration.
02	Food Service	Record financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of meals, snacks and milk in connection with school and community service activities.
04	Community Service	Used to record all financial activities of the Community Service program, including Early Childhood Family Education (ECFE), School Readiness, and Adult Basic Education (ABE)
07	Debt Service	Account for revenues and expenditures for a school district's outstanding bonded indebtedness.
20	Internal Service	The Internal Service Fund is used for two purposes: 1. Record revenues and expenditures for the district's dental and medical self-insurance programs. 2. Record financial activity related to assets held in a revocable trust to finance the district's OPEB liabilities. Note: No annual budget is required for these funds

SPECIAL SCHOOL DISTRICT NO. 6
ALL FUNDS

Proposed 2026-2027 Budget

	General Fund	Food Service Fund	Comm Serv Fund	Debt Service Fund	TOTAL
Revenue					
Local sources					
Property taxes	\$ 11,400,096	\$ -	\$ 483,769	\$ 3,485,841	\$ 15,369,706
Other	826,022	99,423	1,015,236	-	1,940,681
State sources	38,845,148	789,029	930,548	-	40,564,725
Federal sources	1,275,041	1,407,559	7,000	-	2,689,600
Total revenue	53,196,307	2,296,163	2,436,553	3,485,841	61,414,864
Expenditures					
Current					
Salaries	30,643,998	621,822	1,525,330	-	32,791,150
Employee benefits	11,891,825	194,829	470,024	-	12,556,678
Purchased services	8,037,574	177,890	297,627	-	8,513,091
Supplies and materials	1,366,139	1,214,104	58,376	-	2,638,619
Other expenditures	240,297	115,632	462	-	356,391
Debt service	-	-	-	3,325,750	3,325,750
Capital outlay	2,829,044	184,653	5,906	-	3,019,603
Total expenditures	55,008,877	2,508,930	2,357,725	3,325,750	63,201,282
Net change in fund balances	(1,812,570)	(212,767)	78,828	160,091	(1,786,418)
Fund balances					
Beginning of year	15,534,356	1,363,495	922,614	1,103,025	18,923,490
End of year	\$ 13,721,786	\$ 1,150,728	\$ 1,001,443	\$ 1,263,115	\$ 17,137,073

General Fund – Fund 01

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2025 Payable 2026 Levy that was approved by the Board of Education on December 08, 2025.
2. Other – The primary source of revenue in this area is participation and admission fees. Revenue is based on the fees approved by the Board of Education. Other sources include the district's student activities accounts and third party billing revenue.
3. State Sources – The following primary state funding sources have been budgeted:
 - a. General Education Revenue – the budget is based on \$7,682 per pupil unit, which is a 2.68% increase over the 2025-26 level of \$7,481.
 - b. Compensatory Revenue – The district's compensatory revenue allocation was significantly affected by changes to the state funding formula. The district experienced an approximate \$800,000 reduction in compensatory funding compared to prior funding levels. The district will continue to monitor legislative actions and future funding formula adjustments, as long-term funding levels remain uncertain beyond the current fiscal year.
 - c. Special Education Revenue – the budget is based on the special education formula and projected operating expenditures.
 - d. Other State Funding – budgets have been projected based on the approved levy, projected enrollment and MDE estimates.
4. Federal Sources – The district receives funding for Title I, Title II, Title III and Special Education. The district has budgeted for all federal programs at a similar or slightly lower level as of 2025-26. The additional one-time federal funding received as a result of the COVID-19 Pandemic has been fully spent and is no longer available.
5. Enrollment – The table below shows the actual Average Daily Membership (ADM) for 2024-25, the budgeted ADM for 2025-26 and the projected ADM for 2026-27.

Grade	2024-25 Actual	2025-26 Budget	2026-27 Projected
ECSE (1)	52	55	50
VPK (2)	85	111	80
K-5	1,157	1,134	1095
6-8	546	551	577

9-12	945	861	813
Total	2785	2,712	2,615

- (1) ECSE = Early Childhood Special Education
(2) VPK = Voluntary Pre-Kindergarten

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements and estimates are used for any contracts that are currently in negotiations.
2. Class Size Norms – Class size norms remain unchanged for the 2026-27 school year and have remained unchanged for several years. Staffing is based on the following class size norms:

Grade	2024-25 Norms	2025-26 Norms	2026-27 Norms
K	20-24	20-24	20-24
1	21-25	21-25	21-25
2	22-26	22-26	22-26
3	23-27	23-27	23-27
4	24-28	24-28	24-28
5	25-29	25-29	25-29
6-8	27-31	27-31	27-31
9-12	29-33	29-33	29-33

3. Other Budgets – Budgets were held constant to the extent possible. Some budgets for programs and services were subject to a larger budget increase due to inflation, market demands, or previously agreed to agreements.

SPECIAL SCHOOL DISTRICT NO. 6**General Fund****2026-2027**

	2024-25 Actual	2025-26 Revised Budget	2026-27 Proposed
Revenue			
Local sources			
Property taxes	\$ 11,683,869	\$ 11,519,676	\$ 11,400,096
Investment earnings	797,011	750,000	850,000
Other	1,845,341	1,054,010	826,022
State sources	38,621,892	38,888,027	38,845,148
Federal sources	1,819,422	1,311,506	1,275,041
Total revenue	54,767,535	53,523,219	53,196,307
Expenditures			
Current			
Salaries	28,827,247	29,647,410	30,643,998
Employee benefits	11,300,247	11,526,237	11,891,825
Purchased services	8,465,305	7,864,653	8,037,574
Supplies and materials	1,292,330	1,309,410	1,366,139
Other expenditures	887,873	229,585	240,297
Capital outlay	2,680,928	2,776,836	2,829,044
Total expenditures	53,453,930	53,354,131	55,008,877
Net change in fund balances	1,313,605	169,088	(1,812,570)
Fund balances			
Beginning of year	14,051,663	15,365,268	15,534,356
End of year	\$ 15,365,268	\$ 15,534,356	\$ 13,721,786
Fund Balance %			
Restricted	7.9%	8.2%	8.0%
Assigned	5.0%	5.2%	4.9%
Unassigned	15.8%	15.7%	12.8%
Total	28.7%	29.1%	25.7%

Food Service Fund – Fund 02

Budget Assumptions

Revenue

For the 2026-2027 school year, the district operated under the National School Lunch Program and the School Breakfast Program. On March 17, 2023, Governor Walz signed the Free School Meals bill into law which took effect for the 2023-2024 school year. This legislation provides the reimbursement for a free breakfast and lunch to students who receive meals through their school's participation in the National School Lunch Program and the School Breakfast Program.

1. Other – Primarily Meal Sales – Primary meals sales are minor in comparison to state and federal funding due to the Free School Meals bill. Primary meal sales consist of ala carte and adult meals.
2. State Sources – State reimbursements are based on the difference between the full federal reimbursement rate and the actual rate generated by our meals served.
3. Federal Sources – Federal reimbursements are based on the 2025-26 National School Lunch Program rates as the 2026-27 rates are not known at this time.

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current employment agreements and estimates are used for wage increases and staffing adjustments.
2. Other Costs – Other costs are based on projected supplies, materials and food related costs. Inflation has resulting in larger increases that we have experienced historically.
3. Capital outlay – Capital outlay is budgeted based on expected costs related to equipment replacements in the kitchens.

SPECIAL SCHOOL DISTRICT NO. 6
Food Service Fund
2026-2027

	2024-25 Actual	2025-26 Revised Budget	2026-27 Proposed
Revenue			
Local sources			
Investment earnings	\$ 57,505	\$ -	\$ 153
Other - primarily meal sales	111,264	110,600	99,423
State sources	870,290	800,000	789,029
Federal sources	1,481,697	1,456,000	1,407,559
Total revenue	<u>2,520,756</u>	<u>2,366,600</u>	<u>2,296,163</u>
Expenditures			
Current			
Salaries	585,991	599,629	621,822
Employee benefits	187,753	191,772	194,829
Purchased services	185,857	190,896	177,890
Supplies and materials	1,099,987	1,202,767	1,214,104
Other expenditures	41,550	42,384	115,632
Capital outlay	217,073	221,414	184,653
Total expenditures	<u>2,318,211</u>	<u>2,448,862</u>	<u>2,508,930</u>
Net change in fund balances	202,545	(82,262)	(212,767)
Fund balances			
Beginning of year	<u>1,243,212</u>	<u>1,445,757</u>	<u>1,363,495</u>
End of year	<u>\$ 1,445,757</u>	<u>\$ 1,363,495</u>	<u>\$ 1,150,728</u>
Fund Balance %	<u>62.4%</u>	<u>55.7%</u>	<u>45.9%</u>

Community Service Fund – Fund 04

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2025 Payable 2026 Levy that was approved by the Board of Education on December 08, 2025. The district levies for General Community Education, Early Childhood Family Education (ECFE), Youth Services, Home Visiting and School Age Care – Disabled.
2. Other Sources – Primarily Tuition and Fees – The district collects participation fees in the following areas: Camps and Clinics, Preschool, School Age Care, Youth Development, After School Youth, Senior Citizen Programming and Early Childhood Family Education (ECFE).
3. State Sources – State funding for General Community Education, ECFE and School Readiness are based on Minnesota Department of Education (MDE) projections. State funding for Adult Basic Education (ABE), Childhood Screening and Non-Public Pupil Aid are based on district estimates.

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements, independent agreements, and estimates are used for any contracts that are currently in negotiations, anticipated wage increases, and staffing adjustments.
2. Other Costs – Other costs are based on projected supplies, materials and other related costs.

SPECIAL SCHOOL DISTRICT NO. 6
Community Service Fund
2026-2027

	2024-25 Actual	2025-26 Revised Budget	2026-27 Proposed
Revenue			
Local sources			
Property taxes	\$ 249,356	\$ 469,596	\$ 483,769
Investment earnings	49,236	-	-
Other - primarily tuition and fees	1,055,911	1,088,791	1,015,236
State sources	896,506	779,199	930,548
Federal sources	10,682	11,000	7,000
Total revenue	<u>2,261,691</u>	<u>2,348,586</u>	<u>2,436,553</u>
Expenditures			
Current			
Salaries	1,449,210	1,518,920	1,525,330
Employee benefits	445,112	462,955	470,024
Purchased services	286,071	291,791	297,627
Supplies and materials	56,109	57,231	58,376
Other expenditures	5,676	5,790	462
Capital outlay	443	453	5,906
Total expenditures	<u>2,242,621</u>	<u>2,337,140</u>	<u>2,357,725</u>
Net change in fund balances	19,070	11,446	78,828
Fund balances			
Beginning of year	<u>892,098</u>	<u>911,168</u>	<u>922,614</u>
End of year	<u><u>\$ 911,168</u></u>	<u><u>\$ 922,614</u></u>	<u><u>\$ 1,001,443</u></u>
Fund Balance Components			
Community Education Programs	\$ 628,661	\$ 665,724	\$ 592,919
Early Childhood Family Education	115,816	71,154	263,174
School Readiness	12,749	16,673	2,818
Adult Basic Education	<u>153,942</u>	<u>169,063</u>	<u>142,532</u>
Total	<u><u>\$ 911,168</u></u>	<u><u>\$ 922,614</u></u>	<u><u>\$ 1,001,443</u></u>

Debt Service Fund – Fund 07

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2025 Payable 2026 Levy that was approved by the Board of Education on December 08, 2025. The district is required to levy 105% of the scheduled bond principal and interest payments.

Expenditures

1. Principal and Interest – The district makes payments based on the scheduled bond principal and interest payments.
2. Fiscal Charges and Other – The district incurs trustee costs related to the payments on the bonds.

Conclusion

The Fiscal Year 2026-27 budget reflects South St. Paul Public Schools' commitment to providing high-quality educational opportunities while maintaining sound financial stewardship of public resources. The budget was developed using the best information available regarding enrollment, state and federal funding, staffing requirements, and operational needs, while aligning resources with the district's strategic priorities.

As the district continues to navigate changes in enrollment, funding formulas, and economic conditions, administration will closely monitor financial performance throughout the year and provide regular updates to the School Board. Through thoughtful planning and responsible management, South St. Paul Public Schools remains committed to supporting student success, maintaining financial stability, and ensuring that resources are used effectively to serve our students, staff, and community.

SPECIAL SCHOOL DISTRICT NO. 6
Debt Service Fund
2026-2027

	2024-25 Actual	2025-26 Revised Budget	2026-27 Proposed
Revenue			
Local sources			
Property taxes	\$ 3,247,733	\$ 3,588,250	\$ 3,485,841
Investment earnings	96,261	-	-
Other sources	-	-	-
Total revenue	<u>3,343,994</u>	<u>3,588,250</u>	<u>3,485,841</u>
Expenditures			
Debt Service			
Principal	2,345,000	2,655,000	2,690,000
Interest	874,100	761,800	629,050
Fiscal charges and other	6,700	6,775	6,700
Total expenditures	<u>3,225,800</u>	<u>3,423,575</u>	<u>3,325,750</u>
Other financing sources (uses)			
Bond Proceeds	-	-	-
Refunding Bond Payment	-	-	-
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>
Net change in fund balances	118,194	164,675	160,091
Fund balances			
Beginning of year	<u>820,156</u>	<u>938,350</u>	<u>1,103,025</u>
End of year	<u><u>\$ 938,350</u></u>	<u><u>\$ 1,103,025</u></u>	<u><u>\$ 1,263,115</u></u>

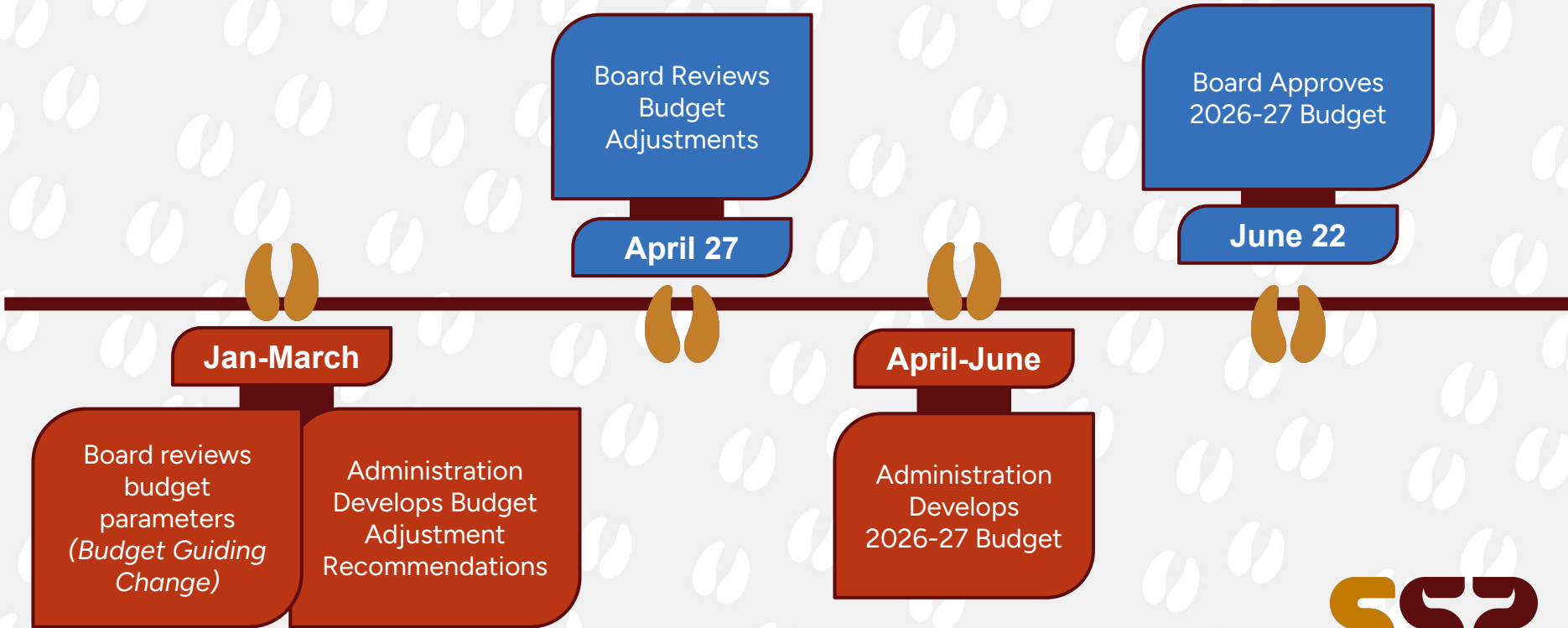


South St. Paul
Public Schools

FY27 Adopted Budget

Ra Chhoth, Executive Director of Finance and Operations

Process Timeline





Purpose and Key Drivers

Budget Forecast

The FY27 adopted budget aligns financial planning with updated revenue and expenditure forecasts to ensure accuracy.

Key Funding Drivers

Changes in state funding, federal contributions, and operational needs drive budget for FY27.

Strategic Fiscal Responsibility

Budget support fiscal responsibility while maintaining educational quality and strategic initiatives.

FY 2026-27 Budget Headwinds



Facilities Planning



Compensatory
funding continues to
impact neighboring
districts as well as
SSPPS



Continued declining
enrollment



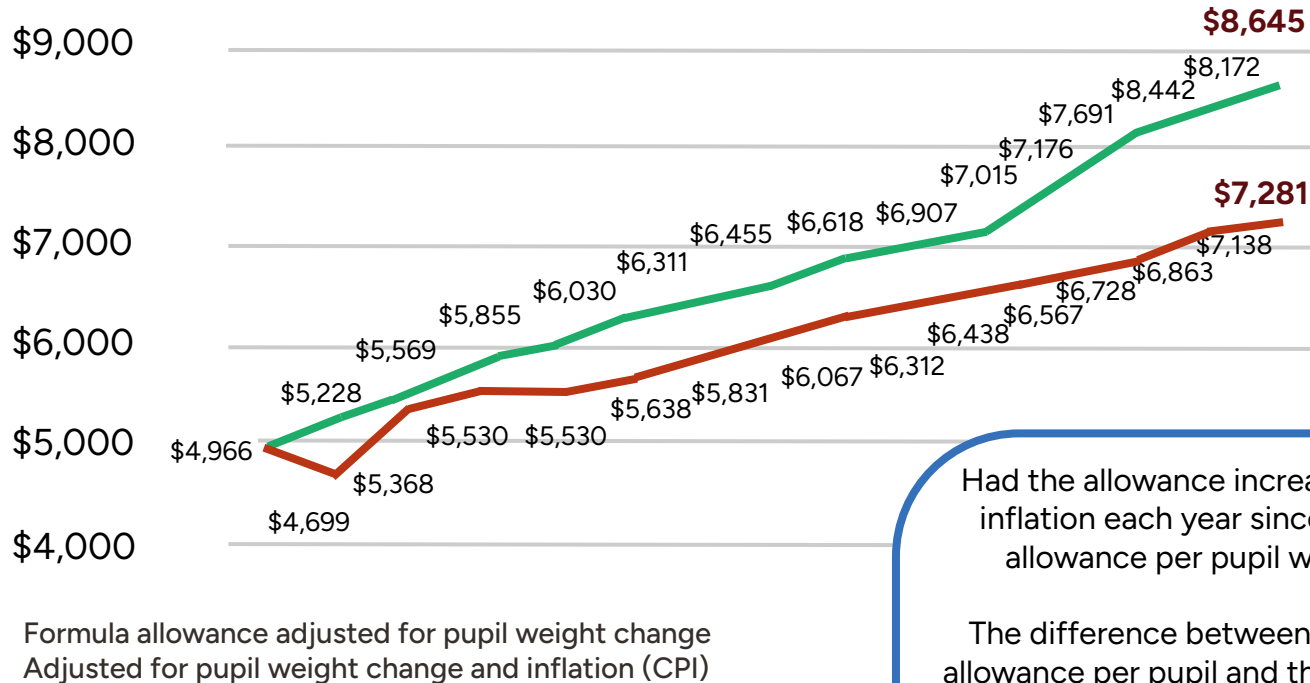
Contractual obligations
to various groups



Inflation

General Education Formula Allowance, 2003-2025

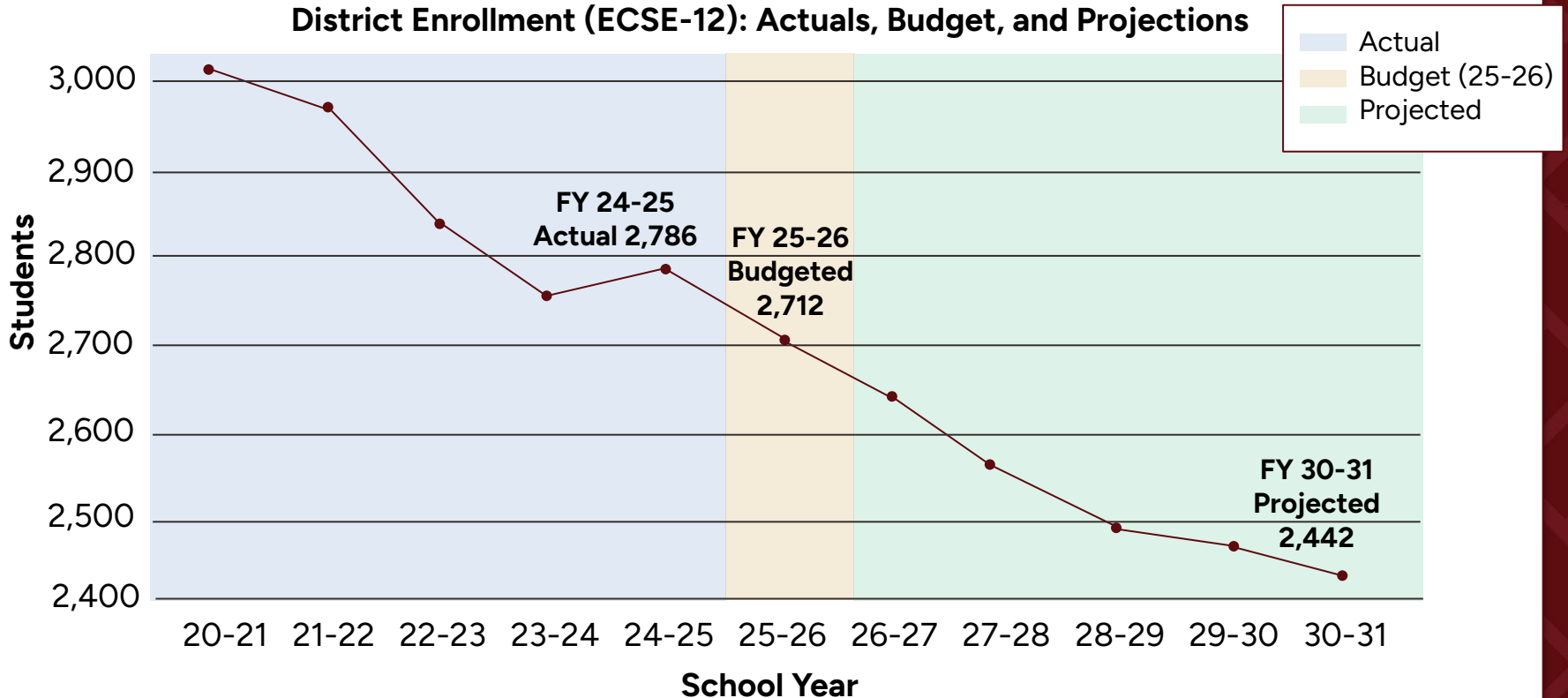
Adjusted for pupil weight change and inflation (CPI)



Had the allowance increased by the rate of inflation each year since 2003, the 2025 allowance per pupil would be \$8,645

The difference between the FY25 formula allowance per pupil and the inflation adjusted formula allowance is \$1,364 or 18.7%

Average Daily Membership Trends



Compensatory Revenue Top Losses

District Name	FY25 current law Hold Harmless	FY26 Current Law	FY26 Governor's Proposal	Impact of FY26 compared to FY25 hold harmless
Osseo	25,248,323.86	19,735,592.96	25,808,211.09	(5,512,730.90)
North St. Paul- Maplewood-Oakdale	18,547,806.40	13,959,857.85	18,138,730.95	(4,587,948.55)
Anoka-Hennepin	30,538,880.78	26,689,783.16	31,421,499.15	(3,849,097.62)
Columbia Heights	9,028,463.00	5,374,268.17	9,165,691.65	(3,654,194.83)
Worthington	7,831,732.66	5,088,988.82	8,337,187.41	(2,742,743.84)
Hiawatha Academies	5,27,669.94	2,662,891.83	5,219,788.20	(2,616,778.11)
Community School of Excellence	6,587,846.88	4,176,222.16	6,824,387.31	(2,411,624.72)
Burnsville-Eagan-Savage	15,050,831.12	12,991,730.41	17,910,075.92	(2,059,100.71)
Richfield	6,620,250.14	4,878,817.75	6,780,040.92	(1,741,432.39)
South St. Paul	4,513,136.36	3,043,785.08	4,630,133.22	(1,469,351.28)
Austin	9,628,406.46	8,449,117.30	9,806,764.65	(1,179,289.16)
Rosemount-Apple Valley- Eagan	14,150,690.46	13,008,415.89	14,416,476.06	(1,142,274.57)
Prairie Seeds Academy	1,974,279.74	878,661.75	2,025,460.23	(1,095,617.99)
Fridley	6,663,282.70	5,646,003.17	6,867,808.44	(1,017,279.53)

Compensatory Revenue

Fiscal Year 2027 Compensatory Revenue

Hold Harmless Adjusted

Statutory Allowance	\$6,936
Adjustment to Statutory Minimum	\$359
Total Allowance	\$7,295

0006-03 South St. Paul Public School Dist	October 1, 2025		October 1, 2024						
	Fall	Compensatory		Fall					
Total	Enrollment	Pupils*		Enrollment			Statutory	Total	One-Time
					Current Law		Proration Factor	Compensatory	Hold Harmless
FY 2027 Revenue	2,743	1,195.0		2,858	3,911,421.72		0.659771	3,926,205.08	14,783.36

*See the Compensatory Revenue report on the Minnesota Funding Reports Website for the compensatory pupils calculation detail.

Column:				A	B	C	D	E	F	G	H	I	J	L
						Column B divided by Column A	Column C times \$7,295	Column B times Column D	October 1, 2024	Lsr 1 or Column A divided by Column F		Column H times 0.9 times Statutory Proration Factor	Gtr Column E or Column I	Column J minus Column E
0006-03 South St. Paul Public School Dist				October 1, 2025										
Site				Fall				Current Law	Fall		FY26 Site			
District Number	District Type	Site Number	Site Name	Enrollmen t	Compensatory Pupils	Concentration	Building Allowance	FY27 Site Revenue	Enrollmen t	Enrollment Ratio	Compensatory Revenue	Building Minimum	Adjusted Site Revenue	Hold Harmless Adjustment
5	3	110	South St. Paul Middle School	548	243.0	0.4434	3,234.60	786,007.80	535	1.0000	951,466.50	627,750.00	786,007.80	-
5	3	120	South St. Paul High School	804	284.5	0.3539	2,581.70	734,493.65	865	0.9295	1,120,903.92	687,402.34	734,493.65	-
5	3	220	SSP Virtual	2	0.0	0.0000	0.00	0.00	3	0.6667	33,608.52	14,783.36	14,783.36	14,783.36
5	3	303	S St. Paul Community Lrng. Cntr.	86	57.5	0.6686	4,877.44	280,452.80	99	0.8687	302,211.00	173,210.14	280,452.80	-
5	3	400	Early Childhood Special Ed Program	60	28.0	0.4667	3,404.58	95,328.24	68	0.8824	100,294.20	58,389.47	95,328.24	-
5	3	735	Lincoln Center Elementary	627	259.5	0.4139	3,019.40	783,534.30	668	0.9386	896,935.68	555,437.34	783,534.30	-
5	3	737	Kaposia Education Center Elementary	616	322.5	0.5235	3,818.93	1,231,604.93	620	0.9935	1,329,861.24	871,700.75	1,231,604.93	-

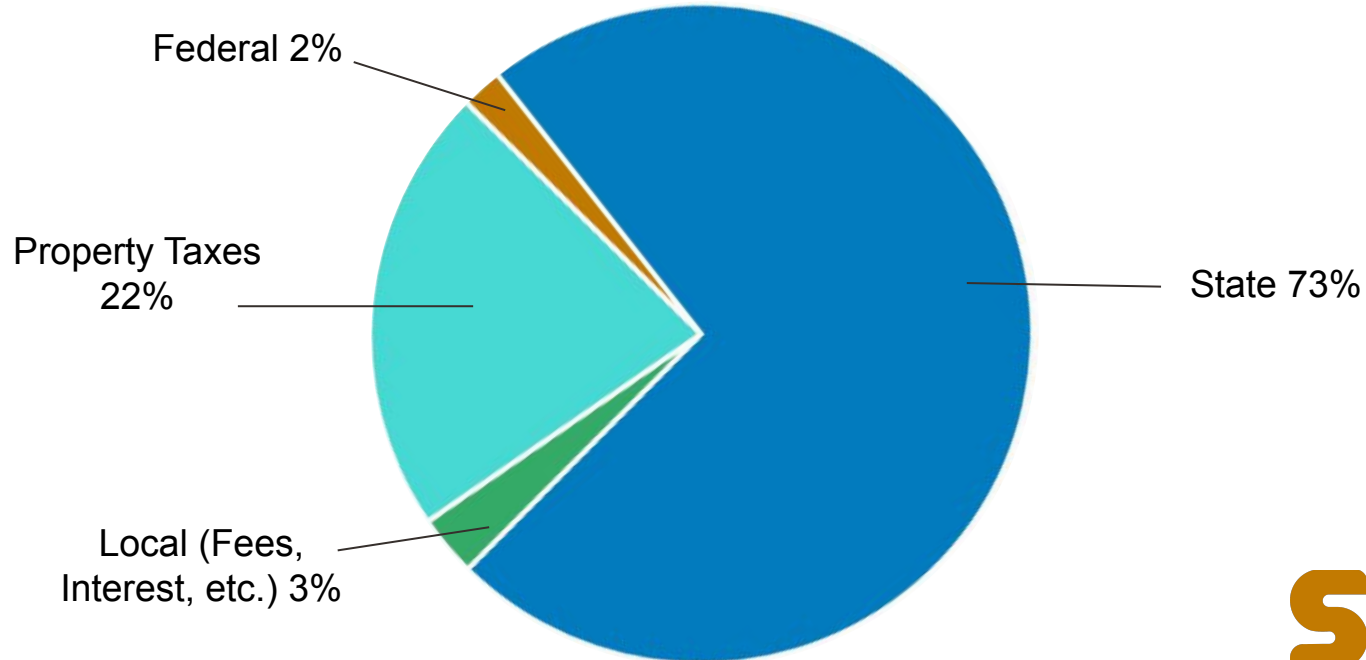
Revenue Comparison

Revenue Category	FY26 Revised Budget	FY27 Adopted Budget
State	\$38,88,027	\$38,845,148
Federal	\$1,311,506	\$1,275,041
Property Taxes	\$11,519,676	\$11,400,096
Local	\$1,804,010	\$1,676,022
Total	\$53,523,219	\$53,196,307



FY27 Adopted Budget Revenue

Total Revenue = \$53,196,307



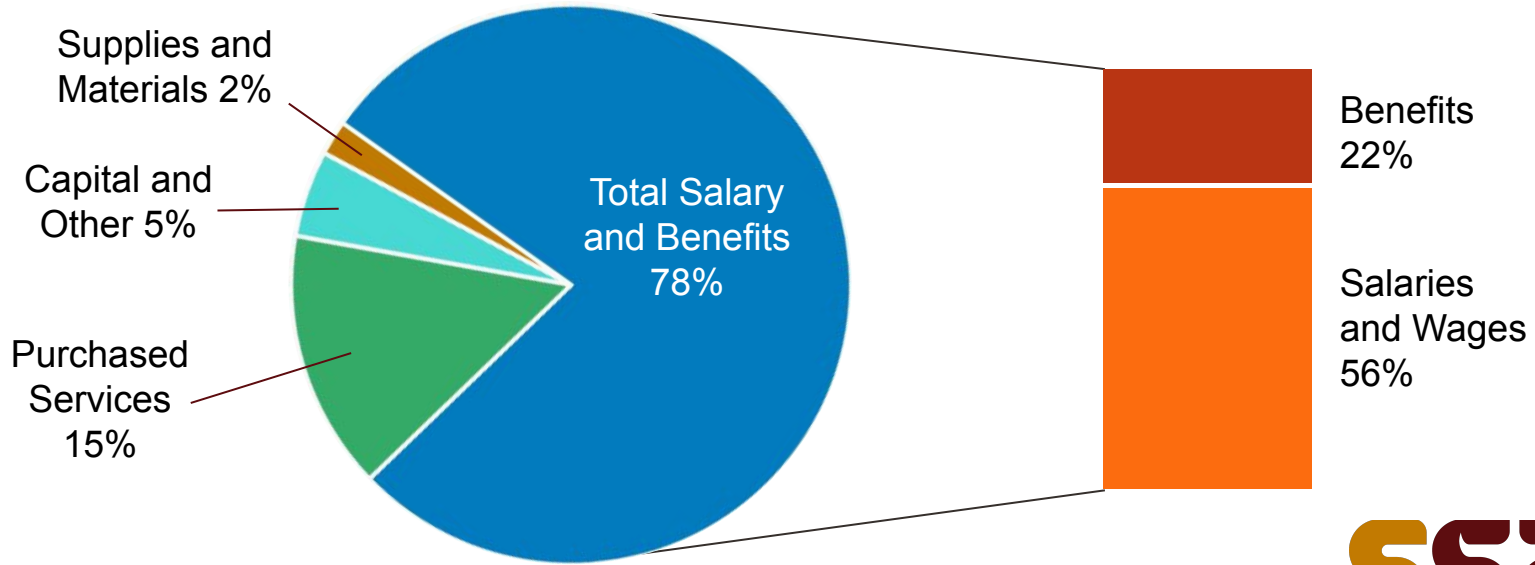
Major Expenditure Comparison

Expenditure Category	FY26 Revised Budget	FY27 Adopted Budget
Salaries & Wages	\$29,647,410	\$30,643,998
Employee Benefits	\$11,526,237	\$11,891,825
Purchased Services	\$7,864,653	\$8,037,574
Equipment	\$2,776,836	\$2,829,044
Total	\$53,354,131	\$55,008,877



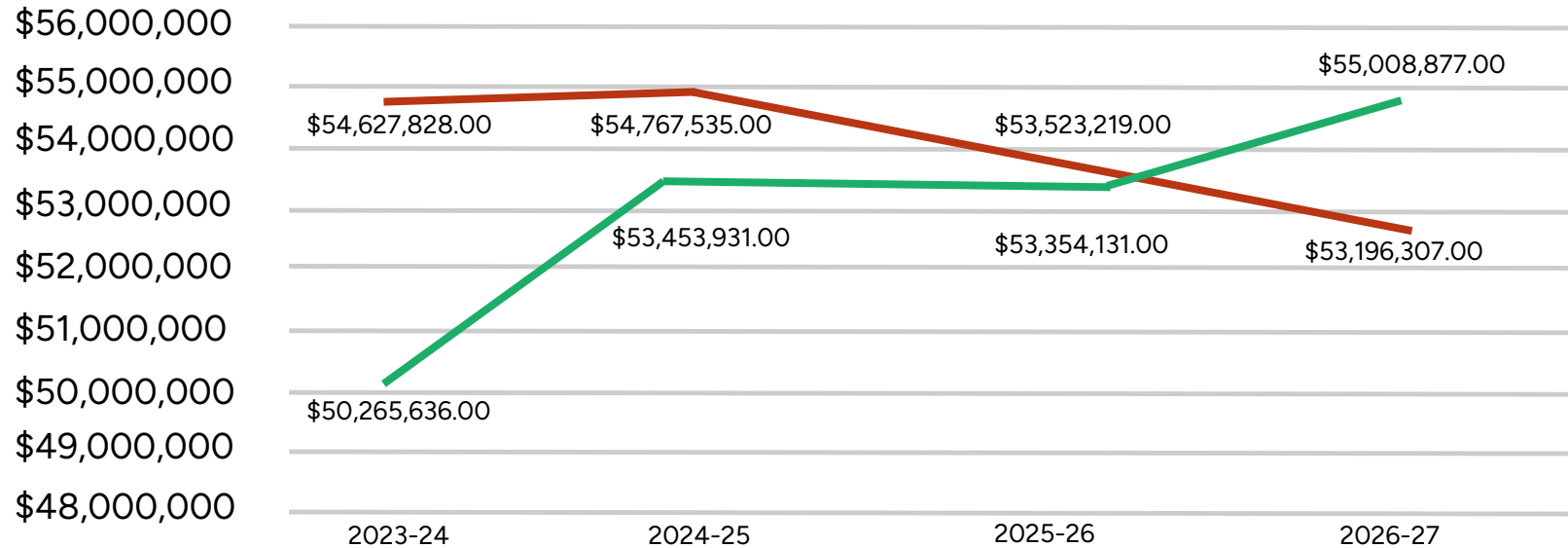
FY27 Adopted Budget Expenditures

Total Expenditures = \$55,008,877



Projected 2026-27 Financial Overview

Inflection Point

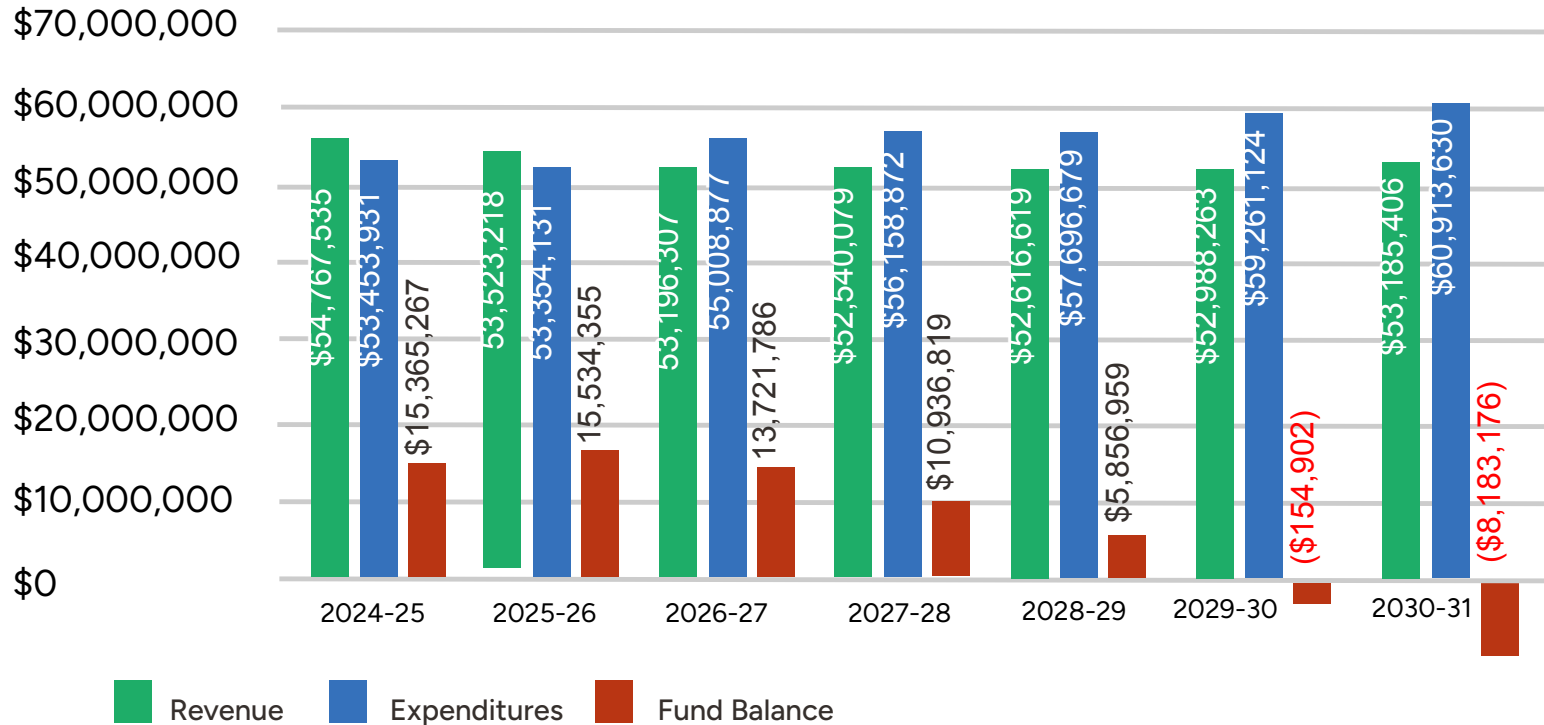


Revenue
Expenditures



Revenue, Expenses, and Fund Balance

Seven Year Comparison



Projected 2026–2027 Financial Overview

- Key Financial Metrics
- Revenue: \$53,196,307
- Expenditures: \$55,008,877
- Revenue Over (Under) Expenditures: **-\$1,812,570 (Deficit)**
- Fund Balance: \$13,721,786 Projected
- Assigned Fund Balance: \$7,025,724 Projected
- Unassigned Fund Balance: \$6,687,622 Projected
- Percent Unassigned: 12.16%
- Target Unassigned Fund Balance: 8.0%
- Minimum Unassigned Fund Balance: \$4,400,710
- Over Target: \$2,286,912

Why is fund balance necessary?

- Necessary for unknown situations
- Irregular payments of state and local revenues
- State aid proration, metering of payments, tax shift, and state shut down
- Provide service to students prior to receiving funding (Special Ed)
- Mandated but not funded programs
- Higher utility costs and/or other fixed costs
- Start Up costs for new buildings
- Greater than expected inflation
- Changes in enrollment and state funding
- Higher than anticipated contract settlements
- Unanticipated deficits in other operating funds
- Costs of defending and/or settlement of a lawsuit



Summary and Action Plan

Headwinds

Compensatory aid, enrollment challenges.

Approval and Communication

Next steps involve presenting the budget to the school board.

Alignment with Strategic Goals

The Budget aligns with strategic goals and emphasizes fiscal responsibility and policy compliance.

Date: June 22, 2026

Place on Agenda: Business Meeting

Action Requested: Approval

Attachment: None

Topic: 2026-2027 South St. Paul Independent Employee Agreement
Presenter(s): Charlie Cook, Executive Director of Human Resources
Background: Administration recommends the following changes for Independent Employee Agreements for the 2026-27 school year that are all within the parameters established by the School Board. Independent employees include staff in the following employee groups: Administrators, Coordinators/Administrative Support, District Support, Technology, Student Support, Nutrition Services, and Part-time Custodial. The components of the agreements have been provided to the School Board. The independent group agreements include a base salary increase of 2% for all independent employee groups. Recommendations also include a 2% increase to the district contribution to health insurance and dental coverage. These recommended changes are within the salary and benefit parameters established by the School Board.
Recommendation: Approval of 2026-27 South St. Paul Independent Employee Agreements.
Alternatives: Do not approve and direct administration with next steps.



School Board Agenda Item

Date: June 22, 2026

Place on Agenda: Business Meeting

Action Requested: Approval

Attachment: None

Topic: 2026-2028 Operating Engineers (OUOE Local 70) Maintenance & Custodial Unit Collective Bargaining Agreement

Presenter(s): Charlie Cook, Executive Director of Human Resources

Background:

The school district has reached a tentative agreement with the Operating Engineers (OUOE Local 70) Maintenance Unit for the contract period of July 1, 2026, through June 30, 2028. The tentative agreement was reached on June 1, 2026, following two negotiation sessions and is within the parameters established by the Board of Education.

The components of the settlement have been provided to the School Board and will be presented for approval following ratification by the bargaining unit. The Agreement includes wage schedule increases of 2.0% in 2026-27 and 2.0% in 2027-28, along with enhancements to longevity compensation, increases to supervisory and specialty certification differentials, and updates to insurance contributions. The Agreement also includes several contract language modifications to ensure consistency with district practices and compliance with current state law.

Recommendation:

Approve the collective bargaining agreement with the Operating Engineers (OUOE Local 70) Maintenance & Custodial Unit, for the contract period of July 1, 2026, to June 30, 2028.

Alternatives:

Do not approve and direct administration with next steps.

Date: June 22, 2026

Place on Agenda: Business Meeting

Action Requested: Approval

Attachment: Resolution Filling School Board Vacancy By Appointment

Topic: School Board Vacancy Appointment
Presenter(s): Lisa Brandecker, Administrative Service and Communications Manager
Background: Following the resignation of Director Ryan Duffy, effective June 19, 2026, the School Board opened a two-week application period to fill the vacant seat. Seven qualified community members submitted applications. Two applicants later withdrew their names from consideration due to scheduling conflicts, and five candidates participated in interviews during a special meeting on June 15, 2026. The Board was impressed by the experience, expertise, and commitment to public education demonstrated by all interviewed candidates and extends its appreciation for their willingness to serve the South St. Paul community. Following the interviews, the Board selected one candidate, Amy Wardell, to move forward for appointment at its June 22, 2026, meeting. Upon approval of the Resolution Filling a School Board Vacancy, Minnesota state statute requires a 30-day waiting period before the appointed member may be seated. If no election contest is filed during that period, the appointed member will be sworn in and participate in their first official Board meeting on July 27, 2026. The appointed member will serve until the special election on November 3, 2026.
Recommendation: Administration recommends the Board approve the Resolution Filling School Board Vacancy By Appointment
Alternatives: Do not approve and direct administration with next steps.

**Special School District No. 6
(South St. Paul Public Schools)
State of Minnesota**

Pursuant to due call and notice thereof, a regular meeting of the School Board of South St. Paul Public Schools, Special School District 6, State of Minnesota, was duly held in said school district on the 22nd day of June, 2026, at 6:00 o'clock p.m.

Member _____ introduced the following Resolution and moved its adoption:

RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT

WHEREAS, a vacancy exists in the office of School Board member with a term expiring the first Monday in January, 2029.

WHEREAS, the vacancy occurred with more than two (2) years left on the elected term and more than ninety (90) days prior to the first Tuesday after the first Monday in November;

WHEREAS, seven applications were submitted during the two-week application period for the school board vacancy.

WHEREAS, the School Board held a special meeting on Monday, June 15, 2026, to conduct interviews with the candidates.

NOW THEREFORE BE IT RESOLVED that the South St. Paul School Board, Special School District 6, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b, Amy Wardell is hereby appointed to fill the vacancy and to serve until a successor is elected at the Tuesday, November 3, 2026 special election. The appointment shall be effective thirty (30) days after the adoption of this resolution unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) within that thirty (30) day time period.

The motion for the adoption of the foregoing resolution was duly seconded by _____, and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against the resolution:

Whereupon this Resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS.
COUNTY OF DAKOTA)

I, the undersigned, being the fully qualified and acting secretary-clerk of Special School District No. 6, State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the School Board of said school district, duly called and held on the date therein indicated, so far as such minutes relate to *Filling a School Board Vacancy by Appointment*, and that said resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such Secretary-Clerk this 22nd day of June, 2026.

Secretary-Clerk
Special School District No. 6
State of Minnesota

Date: June 22, 2026

Place on Agenda: Business Meeting

Action Requested: Approval

Attachment: Resolution Establishing Dates for Filing Affidavits of Candidacy

Topic: Filing Dates for November 3, 2026 General and Special Election
Presenter(s): Lisa Brandecker, Administrative Service and Communications Manager
Background: The Resolution Establishing Dates for Filing Affidavits of Candidacy before the Board this evening sets the filing period for the General Election and Special Election to be held on November 3, 2026. In the General Election, four (4) individuals will be elected to serve four-year School Board terms, expiring January 1, 2031. In the Special Election, one (1) individual will be elected to fill a School Board vacancy for a term expiring January 1, 2029. Filing Period The filing period for eligible individuals interested in seeking election to the School Board opens on Tuesday, July 14, 2026, and closes at 5:00 p.m. on Tuesday, July 28, 2026. A \$2 filing fee must accompany each Affidavit of Candidacy. Filing Submission Completed Affidavits of Candidacy and the required filing fee must be submitted to the City Clerk's Office at South St. Paul City Hall, located at 125 3rd Avenue North, South St. Paul, no later than 5:00 p.m. on Tuesday, July 28, 2026.
Recommendation: Administration recommends the approval of Resolution Establishing Dates for Filing Affidavits of Candidacy.
Alternatives: N/A

Date: June 22, 2026

Place on Agenda: Regular Meeting

Action Requested: Approval

Attachment: Student Rights and Responsibilities Handbook

Topic: Student Rights and Responsibilities Handbook Updates for 26-27
Presenter(s): Dr. Zambreno, Superintendent of Schools
Background: Annual update to the Student Rights and Responsibilities Handbook. Overall, there are very few changes for the 26-27 school year. The updates include: • Adding our new mission (Engage, Educate, Empower!) to the opening message • Updates to school board members, district leadership, and building leadership • Removing language about Packer Pathways • Updating language about Multi-Tiered Systems of Support (MTSS) to align with the work done in 25-26 and the work moving forward • Updated language in the Talent Development and Advanced Academics section regarding the purpose and grade ranges • Updates to the BARR section to reflect 9 - 12 and not K-12 • Added information about the Catalyst approach • Student use of personal electronic devices section ◦ Language updated for K-8 to reflect the fact that the use of personal electronic devices is forbidden at those grade levels Overall, the changes are minimal and mostly technical in nature.
Recommendation: Administration recommends the approval of the 2026-27 Student Rights and Responsibilities Handbook.
Alternatives: Do not approve and direct administration with next steps.



2026-27

Student Rights & Responsibilities

District-Wide Student Expectations

Table of Contents



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4	District Sites and School Leadership
5	District Mission and Core Values
6	General Principals and Strategies
8	Student Code of Conduct
8	Responses to Violations of Student Code of Conduct
9	Behavior Guidelines, Expectations, and Consequences
10	Behavior Practices: Leveled Violations & Impact on Community

Definitions of Behavior Categories and Disciplinary Responses

13	Disruptive Behavior
14	Bullying and Harrassment
16	Physical Aggression
17	Other Disciplinary Concerns
22	Discipline Guidelines for Students with Special Needs
23	Student Bus Rider Responsibilities
25	Student Use of Personal Electronic Devices
26	Frequently Asked Questions
28	Summary of Additional District Policies

Translations

Upon request, the district will make the Student Rights & Responsibilities Handbook available in languages other than English. If you would like to receive this information in another language, please contact your school. All handbooks can be translated into more languages on the website at <https://www.sspps.org/resources/handbooks>.

Si usted desea recibir esta informacion en español, por favor contactese con su escuela.

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Yihinini mereja besipanīshi lemek'ebeli kefelegu ibakiwoni timihiriti bētiwoni yanegagiru

Welcome to the 2026-27 School Year!

Dear SSPPS Families,

At South St. Paul Public Schools (SSPPS), our top priority is to create a safe, welcoming, and culturally inclusive environment for all students and staff. We are dedicated to supporting our students so they can remain engaged and succeed both personally and in their educational journey here at SSPPS.

The Student Rights and Responsibilities Handbook is an essential tool that helps us achieve our mission to engage, educate, and empower! To do this, we are committed to fostering a learning environment based on mutual respect, problem-solving and restorative practices among all students and staff across all of our schools. Working together with the School Board, we have developed comprehensive policies and procedures that outline the rights and responsibilities of our students, ensuring a positive and supportive learning environment. This handbook is a resource for students, families and staff in understanding these policies and how they align with district expectations.

Our staff will review this information with students at the start of the school year. We encourage you to also review this important document and discuss it with your students(s) to reinforce its significance.

Most importantly, thank you for your continued partnership as we strive to prepare every student for their future. Together, we can help our students stay engaged and take full advantage of the numerous learning opportunities available to them each day.



Sincerely,
Brian Zambreno, Ed.D.
Superintendent
South St. Paul Public Schools

District Leadership

District Office

104 5th Ave South
South St. Paul, MN 55075

Buildings & Grounds

Mark Fenton
(651) 457-9431
mfenton@sspps.org

Community Education & Early Learning

Jeanne Zehnder
(651) 306-3634
jzehnder@sspps.org

Finance

Ra Chhoth
(651) 457-9428
rchhoth@sspps.org

Human Resources

Charlie Cook
(651) 457-9473
ccook@sspps.org

Educational Services

Amy Winter
(651) 457-9416
amy.winter@sspps.org

Nutrition Services

Dorie Pavel
(651) 457-9456
dpavel@sspps.org

Student Services

Jennifer Danielson
(651) 552-5583
jdanielson@sspps.org

Technology

Tom Basquill
(651) 552-5560
tbasquill@sspps.org

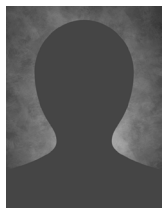
SSPPS School Board



Anne Claflin
(651) 894-4187
aclaflin@sspps.org



Paul Cumings
(651) 262-8838
pcumings@sspps.org



TBD
(phone)
tbd@sspps.org



Kim Humann
(651) 587-8309
khumann@sspps.org



Tim Felton
(651) 210-9956
tfelton@sspps.org



Wendy Felton
(651) 451-9002
wfelton@sspps.org



Monica Weber
(612) 720-7222
mweber@sspps.org

Student School Board Representatives

- Josephina Albin
- Sophia Arrivillaga
- Monica Schmidt

District Sites and Leadership



Community Education and Early Learning

Central Square Community Center: 100 7th Ave N, SSP

Early Learning: Housed at Kaposia Education Center- 1225 1st Ave S, SSP

Jeanne Zehnder
Community Education Director
(651) 306-3634
jzehnder@sspps.org

Kristen Sammartano-Weeks
Preschool Coordinator
(651) 306-3642
ksammartanoweb@sspps.org



Kaposia Education Center (Grades PreK-5)

1225 First Avenue South, South St. Paul, MN 55075
(651) 451-9260

Terry Bretoi
Principal
(651) 451-9260 | ext. 6306
tbretoi@sspps.org

Jody Hansen
Asst. Principal
(651) 451-9260 | ext. 6307
jhansen@sspps.org



Lincoln Center (grades PreK-5)

357 Ninth Avenue North, South St. Paul, MN 55075
(651) 457-9426

Sofia Bossard
Principal
(651) 457-9426 | ext. 9461
sbossard@sspps.org

Jessica Bernard
Asst. Principal
(651) 457-9426 | ext. 7407
jbernard@sspps.org



SSP Secondary (grades 6-12)

700 North Second Street, South St. Paul, MN 55075
(651) 457-9408

Middle School

Leah Bourg
Principal, Gr. 6-8
(651) 306-3659
lbourg@sspps.org

Nimo Hadji
Asst. Principal Gr. 6-8
(651) 457-9405
nhadji@sspps.org



High School

Chuck Ochocki
Principal, Gr. 9-12
(651) 457-9402
cochocki@sspps.org

Angie Ryter
Asst. Principal Gr. 9-12
(651) 457-9435
aryter@sspps.org

Brady Krueger
Athletics/Activities Director and Asst. Principal
(651) 457-9417
bkrueger@sspps.org



SSP Community Learning Center (grades 11-12)

710 - 19th Avenue North, South St. Paul, MN 55075
(651) 450-9966

Robin Schwab
State-Approved Alternative Programming Coordinator
(651) 306-3686
rschwab@sspps.org

District Mission and Core Values

Mission

Engage, Educate, Empower!

Vision

Nurturing an inclusive Packer community of lifelong learners

Strategic Priorities

Packer Performance <i>Fostering Growth and Achievement</i>	Packer Pride <i>Celebrating Core Values and Community</i>	Packer Promise <i>Cultivating Inclusive Opportunities for All</i>
• Focus on Growth: Cultivate an environment that encourages continuous improvement, academic success, and high performance. • Support Staff Excellence: Empower and support staff as they learn and collaborate to drive student achievement. • Expand Opportunities: Offer diverse academic and extracurricular experiences that inspire curiosity, critical thinking, and personal growth.	• Align Actions with Core Values: Ensure every decision and action reflects our commitment to our community values of Pride, Respect, Resilience, Integrity, Collaboration, and Equity. • Promote District Strengths: Showcase what makes our district unique and welcoming, attracting students, families, and staff. • Celebrate and Promote Hard Work and Engagement: Recognize and appreciate the dedication of students, families, staff, and community members in fostering a thriving and supportive educational environment.	• Cultivate a Welcoming Environment: Build a safe, inclusive, and supportive learning community where everyone feels valued and heard. • Communicate Transparently: Foster trust by delivering clear, consistent, and transparent communication that encourages engagement and strengthens relationships. • Expand Pathways to Success: Provide diverse opportunities for students to explore their academic and personal goals, unlocking their full potential for success in school, careers, and life. • Foster Belonging: Strengthen connections through shared experiences that create a sense of pride and belonging within our schools and community.

SSPPS Core Values

Pride

A welcoming, inclusive and supportive Packer community that honors and celebrates its rich history while collectively inspiring new traditions.

Respect

Recognizing and celebrating the goodness in oneself and others, seeing our differences as strengths and showing care and appreciation for people, property and the entire South St. Paul community.

Collaboration

Building community together through trust, hard work, innovation, and a shared commitment to building the South St. Paul that our community aspires to be.

Integrity

Being thoughtful, honest, transparent in our words, and actions, and accountable for our decisions.

Resilience

The courage to adapt, change and persevere when presented with challenges and opportunities.

Equity

A safe and supportive environment that provides opportunities for all to be seen, heard, and valued.



General Principals and Strategies

At South St. Paul Public Schools (SSPPS), our top priority is to create a safe, welcoming, and culturally inclusive environment for all students and staff. We are dedicated to supporting our students so they can remain engaged and succeed both personally and educationally here at SSPPS.

We aim to foster a learning environment based on mutual respect, problem-solving, and restorative practices among students and staff at every school. Our approach is informed by evidence-based research using a variety of strategies aimed at fostering a positive and supportive learning environment.

International Baccalaureate (IB) Diploma Program (DP)

SSPPS offers a rigorous academic program for students in grades 11 and 12. It focuses on creativity, innovation, self-discipline and the ability to function as part of a team. The Diploma Program consists of a common pre-university curriculum and a common set of external exams for students in schools throughout the world. It seeks to provide students with an international education that encourages an understanding and appreciation of other cultures and societies. Visit our website at sspps.org for more information on the IB-DP program, contact:

Conrad Anderson, SSP Secondary School IB-DP Coordinator
(651) 457-9454 | canderson@sspps.org

Multi-Tiered Systems of Support (MTSS)

MTSS is a framework to make sure students get what they need socially, emotionally, behaviorally, developmentally, and academically. At SSPPS, we provide students access to layers of support with the understanding and belief that every student can learn and thrive. In addition, MTSS engages an anti-bias and socially just approach to examining policies and practices. There are five core components in the framework.

The framework for MTSS in SSPPS includes:

- Infrastructure for Continuous Improvement
- Family and Community Engagement
- Multi-Layered Practices and Support
- Assessment
- Data-Based Decision Making

Each building in SSPPS has universal screening in place to review students who may be at risk for not making progress without intervention or support. Teams at each building review academic, social, emotional, and behavioral data to determine supports for students. If students are not making progress, then each building has an Individual Student Team (IST) that meets with the goal of understanding the student's specific needs and developing a plan to matched to the needs.

Talent Development and Advanced Academics

SSPPS offers a K-8 Talent Development program that provides equitable access in developing talents in students of all abilities, races, ethnicities, languages, gender, and socioeconomic circumstances. This initiative is aimed at nurturing and honoring the unique talents and abilities of all our students while providing depth, complexity, and acceleration to students who need advanced instruction. At its core, this program is designed to not only identify, cultivate, and celebrate the diverse strengths of each of our students, but to provide specialized opportunities and tailored support as we aim to empower each student to reach their full potential and excel both academically and personally. Through this program, we envision a learning environment where every student feels inspired, valued, and equipped to thrive.

Program Priorities

- Identifying and nurturing strengths and interests for all students
- Ensuring all students have the opportunity to enhance their critical thinking skills and develop high level educational routines
- Respecting students knowledge and empowering them to actively engage in their academic pathway
- Elevating the depth, complexity and acceleration to students who need advanced instruction
- Provide supplementary enrichment opportunities for support and success

Positive Behavior Intervention and Supports (PBIS)

PBIS is a framework that assists schools in identifying and implementing research-based behavioral interventions in an effort to improve social and academic outcomes for all students. PBIS is based on the idea that students learn appropriate behavior through instruction, practice, feedback, and encouragement. Key features of PBIS include: outlining a clear set of defined positive expectations and behaviors, the teaching of expected behaviors, recognition

of meeting expected behaviors, monitoring and correcting errors in behaviors, and using data-based information for decision-making, monitoring, and evaluating results at individual school sites.

Building Assets, Reducing Risks (BARR)

BARR is a strengths-based educational model that will provide our grades 9-12 with a comprehensive method to address the academic, social, and emotional needs of all students through the power of data and relationships. By putting relationships first, the BARR model allows students and teachers to connect more powerfully with each other. A key component is the weekly lessons focused on helping students learn and practice life skills. Called “I-Times,” these lessons focus on building skills in self-management, communication, social, research, or thinking

Catalyst Approach

Catalyst is committed to empowering students and staff to recognize themselves as leaders with a responsibility to learn, grow, and contribute to a culture where everyone plays a role in building relationships and disrupting inequity. Guided by the vision that every student is surrounded by leaders who understand, nurture, inspire, and support them, Catalyst promotes a community grounded in leadership, connection, equity, and service. Through its core values, Catalyst encourages individuals to seek leadership opportunities in everyday moments, build strong relationships, advocate for equity, speak up with courage, persevere through challenges, inspire others through service, and consistently provide high-quality support and experiences.

Conscious Discipline (CD)

CD is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Used in our Early Learning Programming, CD provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. By integrating social-emotional learning, discipline and self-regulation, educators spend less time policing behavior and more time teaching vital life skills. This method eliminates the need for reward and punishment-style discipline and instead gives children a voice, empowering them with the ability and help to achieve behavioral goals, while also creating stronger communication within families.

Each school site has a leadership team responsible for creating specific school-wide examples of appropriate behavior and academic interventions based on the framework of MTSS. By braiding the research-based principles and proven strategies including PBIS, BARR, and Conscious Discipline, SSPPS hopes to better ensure safe and supportive learning environments at all levels, early learning through graduation

Student Code of Conduct

Student Bill of Rights and Responsibilities

Rights	Responsibilities
You have the RIGHT to be treated with respect and dignity by your fellow students, teachers and other school employees without regard to race, religion, sex, sexual orientation including gender identity and expression, age, disability or family structure.	You have a RESPONSIBILITY to treat your fellow students and all school employees with respect.
You have the RIGHT to be treated as a unique individual with different needs, learning styles and abilities.	You have a RESPONSIBILITY to complete assignments to the best of your ability and to adapt to different teachers and teaching styles.
You have the RIGHT , along with your parents, to participate in decisions affecting your educational program	You and your parents have a RESPONSIBILITY to actively participate in conferences and meetings held on your behalf.
You have the RIGHT to a comprehensive curriculum.	You have a RESPONSIBILITY to take advantage of the curriculum.
You have the RIGHT to expect a building environment that is safe, clean and comfortable.	You have a RESPONSIBILITY to do your part in maintaining the safety, cleanliness and comfort of that environment.
You have the RIGHT to attend classes where dedicated, caring teachers are well prepared to teach.	You have a RESPONSIBILITY to be well prepared to learn.

It is the responsibility of the School Board to set reasonable policies and rules for governing behavior and conduct while in the school environment. These policies and rules apply any time a student is present on district property, at a school-sponsored activity, and while traveling in district vehicles.

In addition, students who are participants in district activities need to understand the behavioral expectations and consequences for violations as outlined by the Minnesota State High School League and the district related to chemical use, hazing or any other infraction covered by the High School League or district policies or rules.

While this policy pertains to all schools in the district, the School Board recognizes the uniqueness of each building and classroom in which the policy must be implemented. This policy may be supplemented by additional policies, rules and procedures that recognize those unique needs.

Responses to Violations of Student Code of Conduct

The SSP School Board has adopted Policy 506, which outlines the School Board's expectations for student behavior and a Student Code of Conduct outlining examples of unacceptable student behavior. A copy of Policy 506 is included in the Appendix to this handbook. This Student Rights & Responsibilities Handbook incorporates the expectations outlined in Policy 506 and provides information regarding how SSPPS administration enforces the provisions of Policy 506 as well as other behavior-related policies (i.e. policies on bullying, violence and harassment).

Students must follow the provisions of Policy 506 and this Rights and Responsibilities Handbook before, during, and after school. The expectations outlined in Policy 506 and this Rights and Responsibilities Handbook apply inside school buildings, on school grounds, and at school-related activities and events. Students must also follow these expectations on school buses or vans and at bus stops. An off-campus violation of these expectations may result in disciplinary action taken by SSPPS if the violation has a direct and immediate effect on school discipline or the general safety and welfare of students or if the violation is a continuation of or has a connection with misconduct that occurred on school grounds or at a school event.

The general practice of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in a discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district.

Behavior Guidelines, Expectations, and Consequences

Every student and employee of South St. Paul Public Schools is entitled to learn and work in a safe school environment that is aligned with the core values, mission, and vision of the district. Parents/guardians, teachers, staff and administrators are expected to mutually support each other in efforts to help students exhibit responsible behavior within the school community as part of learning basic life skills. Students are taught ways to handle differences in a non-violent manner and are expected to use those methods to handle disputes or conflicts. Our desire is that every child that comes to our school has the right to feel safe and free to be who they are without feeling any more or less significant than any other student in school.

To ensure this safe environment, the district and each school have established clear student discipline policies, consequences appropriate to behaviors, and a practice to implement these guidelines fairly. Students are expected to behave in accordance with federal, state and local laws, district policies and guidelines, and in a way that respects the rights and safety of others.

The following are district-wide discipline guidelines. These guidelines and the potential consequences apply any time a student is present on district property, participating in a school-sponsored activity, or traveling in a district vehicle. These guidelines and the potential consequences also apply to student behavior that has a connection to school property or the student's status as a district student. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications. Listed are the violations and the recommended consequences; although all determinations will be made on a case-by-case basis. Minnesota State High School League consequences may also apply in accordance with its rules and district policy.

A student who accumulates excess violations of these disciplinary guidelines or for serious behavior may be disciplined in light of the student's overall record. The student and parent/guardian will have a conference with the principal and/or other(s) to make them aware that the student is accumulating excessive infractions. ***Any student who has been suspended for violations of the guidelines may be recommended for expulsion upon their return if they commit additional offenses of the same nature.***

The general practice of the district regarding disciplinary action is to use a progressive and restorative form of discipline to the extent that is reasonable and possible based on the determined facts and situation of the student misconduct. The specific form of discipline utilized is at the discretion of the building principal. At a minimum, violation of district rules, regulations, policies or procedures will result in a discussion of the infraction, verbal warning by school administration, and some restorative action by the student. Note that infractions and consequences may also be modified or disregarded if circumstances require mitigation or exception (e.g., student whose misbehavior is related to their disability). These discipline guidelines are based on school policies, located on the district's website at sspps.org/policies.

Behavior Definitions and Consequences

It is the general policy of the school district to utilize progressive discipline to the extent reasonable. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. The school district shall, however, impose more severe disciplinary sanctions for a violation, including suspension or expulsion, if warranted by the student's misconduct. **The following consequences provide a guideline for violations of school rules and policies. Additionally, each situation is reviewed on a case-by-case basis, taking into account the student's age or developmental ability, and where appropriate, restitution or restorative practices are employed to help students learn and grow from their mistakes.**

Behavior Practices: Leveled Violations & Impact on Community

Parents/Guardians and Students

Levels of Behavior

Behaviors are divided into four levels with examples of strategies and responses, which:

- Teach positive behavior so students can learn and be kind, responsible and safe
- Maintain the continuity of the student's instruction within the classroom and broader school community.
- Ultimately focus on repairing harm, restoring relationships, teaching replacement skills, and changing behavior

Level 1 reflects minor behaviors and Level 4 reflects most serious behaviors. The DR column denotes behaviors that are State Reportable through the Discipline Incident Reporting System of which a student may be assigned an in-school or out-of-school suspension.

Factors to Consider Prior to Determining the Disciplinary Response

School staff must consult this document when determining disciplinary measures. In determining how best to address inappropriate behavior, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following must be considered prior to determining the appropriate disciplinary measures:

- The student's age, maturity, culture, and developmental level
- The student's ability and/or willingness to repair the harm caused by their behavior
- The student's disciplinary record including the nature of any prior misbehavior, the number of prior instances of misbehavior, and the staff strategies and responses applied for each
- The nature, severity and scope of the behavior
- The circumstances/context in which the conduct occurred
- The frequency and duration of the behavior
- The number of persons involved in the behavior
- The impact of the behavior on the school community
- The social-emotional status/needs of all persons involved in the behavior
- The student's Individualized Education Program (IEP), Positive Behavior Support Plan (PBSP), Safety Plan and/or 504 Accommodation Plan, if applicable

Level 1

Level 1 primarily focuses on student behaviors which are minor in effect and are addressed at the classroom level. The staff response is to first self-regulate and then prompt, re-teach or practice the expected behavior so students learn and demonstrate kind, responsible and safe behaviors. Staff members are expected to use a variety of teaching and management strategies.

Examples of Strategies and Leveled Responses:

- Re-teach/review SEL/behavior skill
- Discuss behavior in private
- Seat change
- Role-play SEL/behavior skill
- Daily progress sheet on behavior
- Break from class to another supervised classroom (less than 15 minutes)
- Parent/guardian communication
- Restitution
- Loss of privileges
- classroom community service
- Reflective activity
- In-class time out

Level 2

Level 2 primarily focuses on behavior incidents that impact individuals and the school community. The staff response is to first self-regulate/ ensure safety and then prompt, re-teach or practice the expected behavior so students learn and demonstrate kind, responsible and safe behaviors. Level 2 behavior incidents include: 1) repeated or significant incident(s) of Level 1; 2) unexpected behavior towards another student, staff, volunteers, etc; 3) behavior that is generally managed with a brief strategy by an adult present in that setting, and may include additional brief contact with support staff such as Dean, Social Worker, Student Support Assistant, Assistant Principal, Principal, or other trusted adult.

Examples of Strategies and Leveled Responses:

- **Use of lower-level strategies and responses**
- Parent/guardian communication
- Loss of classroom/setting privileges
- Assigned seat on bus
- Implement a 2x10 strategy
- Teacher/student problem solving conference
- Restorative practices
- Conflict resolution
- Restitution (fix-it plan)
 - Reflective activity
 - Apology
 - Peer mediation
 - School community service
- Behavior contract: expected student behaviors/consequences and incentive
- Referral to formal Check-In/Check-Out plan with adult
- Referral to school based, skill building group
- Loss of transportation (bus) privileges for behavior on the bus (unless conflicting with IEP)
- In School Suspension
- Potential police notification

Level 3

Level 3 behavior incidents are more serious in impact safety and learning and are usually addressed outside the classroom by the student support team. These actions aim to correct behavior by stressing the seriousness of the behavior while providing access to educational programming.

Examples of Strategies and Leveled Responses:

- **Use of lower-level strategies and responses**
- Loss of classroom/setting privileges
- Restorative practices
- Parent/guardian and/or staff conference
- Contract between teacher, student and parent/guardian
- Restitution for property incidents
- Referral to building SRT or BARR team
- Change in schedule
- Referral to outside resources
- Removal from classroom
- Alternate in-school educational programming, during which school work is completed, for less than half a day
- In-school suspension, during which school work is completed
- Out of school suspension
 - Suspension re-entry
- Dismissal
- Collaborative conversation with district support team
- Threat Assessment
- Potential police notification

Level 4

Level 4 behavior incidents have a more serious impact and are addressed outside the classroom, by the school and/or district administration for additional support. The school's response may include the recommendation of expulsion. These strategies or responses focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.

Examples of Strategies and Leveled Responses:

- **Use of lower-level strategies and responses**
- Parent/guardian conference
- Restitution for property incidents
- Check in/process with staff
- Out of school suspension
- Collaborative conversation with district support team
- Referral to building SRT or BARR team
- Referral to outside resources
- Monetary restitution
- Potential police notification
- Interim alternative educational placement
- Expulsion or exclusion (an act of the Board of Education)

Reporting Requirements

Reporting Requirements to the MN Department of Education through the Disciplinary Incident Reporting System (DIRS)

Districts are required to report the incidents marked with a D.R. (DIRS Reporting) in the tables below and the following disciplinary actions:

1. There is a school disciplinary action involving a student, including:
 - In-school Suspension;
 - Out-of-school Suspension;
 - Expulsion (report within 30 days of effective date);
 - Exclusion (report within 30 days of effective date);
 - Administrative Transfer;
 - Offender Requested to Transfer within the School District;
 - Offender Requested to Transfer to Another District;
 - Offender Withdrew from School;
 - Unilateral Removal to An Alternative Educational Setting; or
 - Removal by Hearing Officer on Determination of Likely Injury.
2. A student is referred to law enforcement as a result of a school-related incident, regardless of the disciplinary outcome.
3. A student is arrested as a result of a school-related incident, regardless of the disciplinary outcome.
4. Possession or use of a dangerous weapon in a school zone, regardless of the disciplinary outcome.
5. Physical assault of a district employee, including all teachers and staff, by a student (report within 30 days of assault), regardless of disciplinary outcome.

Definitions of Behavior Categories and Disciplinary Responses

Disruptive Behavior					
Definition	Additional Information	L1	L2	L3	L4
Inappropriate Language – Students are expected to use language that is appropriate in an educational setting. The use of inappropriate language includes language when not directed at a specific person and involves profanity, general sexual connotations or innuendo, put-downs to a particular group of people, or is otherwise not appropriate for a school setting. Isolated references to alcohol, drug and tobacco use, or other illegal behavior, will be inappropriate language, unless the references are made for an educational purpose in connection with an assignment from a classroom teacher.		X			
Sexual Inappropriate Behavior/ Misconduct – Sexual misconduct includes verbal and nonverbal attempts to initiate sexual contact with another person and any form of touching of a sexual nature, with or without consent of the other party. Sexual misconduct also includes exchanging pornographic, obscene, or otherwise sexually suggestive photographs or messages with another person, including behavior commonly referred to as “sexting.” Pornographic material or pornography is defined as material (such as writings, photographs, or videos) depicting sexual activity or erotic behavior in a way that is designed to arouse sexual excitement.				X	
Abusive Language, Verbal Abuse – Abusive language consists of verbal abuse directed at a specific person, such as a teacher, staff member or classmate. Verbal abuse is the improper or excessive use of language to humiliate someone, to undermine someone’s dignity, or to undermine someone’s authority. Profanity and insults specifically directed at an individual are considered bullying or harassment.				X	

Bullying and Harassment

Definition	Additional Information	L1	L2	L3	L4
Bullying – Per Policy 514 and Minn. Stat. §121A.031, bullying means intimidating, threatening, abusive or harming conduct that is objectively offensive and 1. There is an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or 2. Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. <i>"Intimidating, threatening, abusive, or harming conduct"</i> includes, but is not limited to, conduct that: 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property; 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, gender, age, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity or expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act ("MHRA"). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.	The term, "bullying," specifically includes Cyberbullying - Cyberbullying means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment. <i>To report an incident of bullying, students and/or families should contact their building administrator.</i>			X	
Discrimination – School Board Policy 102 states that the purpose of the policy is to ensure that an equal educational opportunity is provided for all students. To that end, SSPPS prohibits students from engaging in acts of discrimination on the basis of race, color, creed, religion, national origin, sex, gender, marital status, parental status, status with regard to public assistance, disability, sexual orientation including gender identity and expression, or age.				X	

Definition	Additional Information	L1	L2	L3	L4
Harassment – School Board Policy 413 prohibits acts of harassment and violence on the basis of race, color, creed, religion, national origin, sex, sexual orientation including gender identity and expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Policy 413 generally defines harassment as behavior that consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, sexual orientation including gender identity and expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct: 1. Has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment; 2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or 3. Otherwise adversely affects an individual's employment or academic opportunities. Students may not use microaggressions, which are verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership, often about race.				X	
Hazing – School Board Policy 526 specifically addresses hazing. Hazing is defined as committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to: 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body; 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school; and 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of SSPPS policies or regulations.					X

Physical Aggression

Definition	Additional Information	L1	L2	L3	L4
Horseplay and Play Fighting – Horseplay and play fighting involves no intent to harm. Behaviors include, but are not limited to, the following: (1) pretending to hit, punch, kick, or otherwise make physical contact with another individual; (2) pranks; (3) rough or boisterous play involving physical contact; and (4) running in the building.			X		
Inappropriate Physical Contact – Students are expected to keep their hands to themselves. Intentionally touching or making physical contact with another individual, without that individual's permission, is not allowed. The contact may or may not involve harm.			X		
Physical Aggression - An intentional act by a student resulting in bodily harm. Students engage in non-serious but inappropriate physical contact, such as pushing and intimidation. Physical aggression is defined as hitting, kicking, pushing, shoving, tripping, and other similar acts of physical conduct carried out with an intent to cause harm to another individual. Physical aggression does not include conduct that falls within the definition of horseplay, play fighting, or fighting.				X	
Fighting – It is the policy of the school district to maintain a learning environment that is safe and free from fear and violence. Fighting is defined as intentionally hitting, kicking, punching, pushing, shoving, or tripping another individual who is a mutual combatant (both parties participate) in a physical altercation involving two or more people. Fighting is distinguishable from physical aggression because physical aggression does not involve a mutual combatant. School district administrators possess the discretion to determine what conduct constitutes a "fight" or an "assault."				X	
Group Violence - Students should interact in a positive manner with their peers. Students must not plan, instigate or participate with another or others, in an incident of group violence. This includes but is not limited to physical aggression, fights, riots, assault, gang-related activities and cyberbullying. Group violence can occur on school grounds, during school-sponsored events, or through electronic means.				X	
Threat of Violence – Threats of violence are either direct or indirect threats to commit an act of violence for the purpose of causing serious inconvenience or disruption in the school environment or to cause the evacuation of a school building, event, or vehicle. A bomb threat or school shooting is an example of a threat of violence. Students may not engage in any behaviors that meet the Minn. Stat. 609.713 definition of terroristic threats.					X

Definition	Additional Information	L1	L2	L3	L4
Assault - Assault is doing an act with intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.					X
Sexual Assault – Sexual assault is any type of sexual contact or behavior such as rape, fondling, or molestation that occurs without the explicit consent of the individual who is the recipient of the contact or behavior. Students of all genders can be victims of sexual assault.					X

Other Disciplinary Concerns

Definition	Additional Information	L1	L2	L3	L4
Alcohol, Chemicals, Prescription, Over the Counter (OTC) products or Controlled Substances , Illegal Drugs- Possession/ Use – Students may not possess or use controlled substances, including but not limited to, any narcotic drug, inhalant, hallucinogenic drug, toxic or mood-altering substances, intoxicating beverage, tobacco (including e-cigarettes, pipes, etc.), items regarded as a drug, or any paraphernalia associated with controlled substances. The unauthorized use of prescription drugs is strictly prohibited on school property, on the school bus, or at any school-sponsored extracurricular activity or event.					X
Alcohol, Chemicals, Prescription, Over the Counter (OTC) Drugs or Controlled Substances, Soliciting/ Selling - Students may not purchase, intent to purchase, sell, intend to sell, distribute, and/or give away controlled substances, including but not limited to, any narcotic drug, inhalant, hallucinogenic drug, toxic or mood-altering substances, intoxicating beverage, tobacco (including e-cigarettes, pipes, etc.), items regarded as a drug, or any paraphernalia associated with controlled substances.					X
Arson – Arson is the unauthorized, intentional burning of one's own property or someone else's property. Students must not plan and/or participate in malicious burning of property. The use of a combustible or flammable liquid is prohibited. Minn. Stat. 609.561-5632 (arson in 1st through 5th degrees).					X
Attendance, Tardiness, Truancy – In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the intrinsic value of attendance each school day by each student. It enables every student to profit to the maximum degree from the enhanced learning environment that full attendance promotes. Compulsory attendance policies for students under the age of 17 years will be applied in cases of chronic absence or tardiness. Parental notification will occur when a student is determined to be truant by the school. A student under the age of 17 years with seven or more unexcused absences may be referred to appropriate services. <i>Attendance disciplinary action is outlined in the district's attendance policy (Policy 503).</i>	All students are expected to be on time for class. A student is tardy when they are not present in class and prepared to receive instruction at the scheduled start time of the class. Elementary students may be considered tardy if they are not on time for school at the beginning of the school day.	X			

Definition	Additional Information	L1	L2	L3	L4
Dishonesty/Academic Dishonesty - Students are expected to tell the truth. A student is dishonest when they do not tell the truth or provides information that is misleading. Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records. Students are expected to do their own work and to provide proper citations and attributions when their work references materials created by others. Cheating occurs when a student represents another individual's work as their own, obtains data or answers through acts of deception or dishonesty, or uses tools or resources that are not authorized by a teacher when completing an assignment. Plagiarism involves copying the work of others or copying portions of books, magazines, research materials, or Internet sources without using proper citations or attributions. Cheating and plagiarism also could involve distributing academic materials or other information to other students, either hand-to-hand or through the use of technology, to facilitate cheating or plagiarism.			X		
Failure to Follow Instructions – Students are expected to follow the instruction of all SSPPS personnel, regardless of whether employed by SSPPS directly or through a contractor, and volunteers.					
Fraud/Forgery - Falsely making or altering a writing by which the legal rights or obligations of another person are apparently affected; simulated signing of another person's name to any such writing.			X		
Grooming, Dress – Students are expected to dress appropriately for school activities and in keeping with the needs of the learning environment as defined in School Board Policy 504. This is a joint responsibility of the student and the student's parent(s) or guardian(s).	The following are considered inappropriate: • Apparel that can be hazardous to them or present a health problem • Apparel or footwear that can damage school property • Apparel that includes words or visuals that are lewd, obscene, disruptive, or discriminatory or advertise drugs, alcohol or tobacco; or any products or activities that are illegal for use by minors. • Apparel that includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Policy 413 are prohibited.	X			

Definition	Additional Information	L1	L2	L3	L4
Hazardous and Nuisance Objects – Hazardous and nuisance objects as judged by teachers or administration are prohibited from school property and school-sponsored events. The following are examples of prohibited items: toys, skateboards, rollerblades/roller-wheel objects, laser pointers, lighters, perfumes, and body sprays. The administration reserves the right to examine district property and the person. The school district assumes no responsibility for finding or protecting items mentioned above.			X		
Leaving Class without Permission – Students are expected to be in their assigned area and not to leave to other parts of the building or to elope outside of the building. Students are expected to be in class until they are excused, and may not leave class before the end of a class period without permission.			X		
Misuse of Technology Acceptable Use Policy – The use of the school district computer system and access to the internet is a privilege, not a right. Students are expected to utilize technology in a manner that is consistent with the educational mission of SSPPS. District Policy 536 outlines SSPPS's expectations for student use of technology, to include the use of all electronic devices (e.g. cell phones, smartphones, smartwatches, etc.). All students are expected to act in accordance with this policy. Misuse of technology includes conduct resulting in harm or potential harm to the student, another individual, or another individual's property. Students should be aware that misconduct involving the misuse of technology may also meet the definitions of other offenses outlined in this handbook (e.g., cheating or plagiarism, cyberbullying, harassment or discrimination).				X	
Ordering Food – Parents and students are not allowed to order or receive food from an outside vendor/restaurant for delivery during the school day.		X			
Photographic or Recording Device Misuse – Any photographic, video image or audio recording taken of a teacher or student during the instructional day without the consent of the individual(s). Any photographic or movie image taken of a teacher or other students during the instructional day cannot be published or posted on a public forum (e.g., YouTube, Facebook, Twitter, Instagram, Snapchat, etc.) without the written consent of each individual. District Policy 514 states posting or sending images without permission is a violation and could be considered Cyberbullying.				X	

Definition	Additional Information	L1	L2	L3	L4
Possession of Dangerous Weapon or Other Dangerous Object - Students must keep dangerous weapons out of school. Students may not bring dangerous weapons to school. A “dangerous weapon other than a firearm” is defined as: • Any device or instrument designed as a weapon and capable of producing death or great bodily harm; • Any device modified so that it may be used as a weapon and capable of producing death or great bodily harm; • Any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm; • Any fire that is used to produce death or great bodily harm; • Any knife with a blade; • Any replica firearm, BB or pellet gun. Minn. Stat § 609.02, subd. 8 (def. great bodily harm) Minn. Stat § 609.02, subd. (def. of dangerous weapon) Minn. Stat § 609.66, subd. 1d, 18 U.S.C. § 930(g)(2) (def. dangerous weapon) “Other weapon” includes any device or instrument – including any non-conventional weapon – which, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. Other weapons include but are not limited to knives with blades, fake knives, look-alike weapons, clubs, metal knuckles, chains, poisons, arrows, bats, nunchucks, throwing stars, stun guns, mace and other propellants, and other objects that have been modified to serve as a weapon, etc. This includes pyrotechnics such as firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, blackpowder, or any other explosive compound constructed to produce detonation or deflagration. A student who finds a weapon on the way to school or in the school building, or a student who discovers that they accidentally have a weapon in their possession, and takes the weapon immediately to the Principal’s Office shall not be considered to possess a weapon. “School Location” includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions. “Possession” means having a weapon on one person or in an area subject to one’s control in a school location.	With No Intent to Use			X	
	With Intent to Use				X
Possession of a Firearm – Students may not bring firearms to school. Firearms are banned from all property owned or controlled by South St. Paul Public Schools. A firearm is defined in Minn. Stat. § 609.666, subd. 1(a) as a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or by the force of combustion.					X

Definition	Additional Information	L1	L2	L3	L4
Property Damage, Vandalism – Property damage is a violation when it involves the intentional damage, destruction, vandalism, or breaking of another individual's property or SSPPS property. For example, property damage includes intentional acts such as damaging or destroying textbooks and other school equipment, using technology to download or deploy unauthorized or malicious software, spray painting surfaces, acts of vandalism, and damaging or destroying the property of another student. Students are expected to be respectful of all property. Misuse of property occurs when a student uses property without permission or uses property in a way that is inconsistent with the intended use of the property.	Property under \$500		X		
	Property over \$500			X	
Substantial Interruption to the Learning Environment – A substantial interruption to the learning environment occurs when a student engages in behavior that creates a substantial risk of or results in injury, or that significantly disrupts learning (e.g., throwing chairs, causing the evacuation of classrooms, eloping to unsafe areas, verbal arguments disrupting the learning of other rooms, etc.). Students do not have the right to interfere with other students' right to receive an education.				X	
Theft – Theft is taking the property of another individual or the school without permission, with the intent of not returning the property to the owner. No force is involved in the taking of property.	Theft under \$500		X		
	Theft over \$500			X	
Trespassing – Students may not be on school property or in parts of school property without permission, including while suspended or expelled; includes breaking and entering into locked or private areas, such as other students' lockers, administrative office areas, and supply cabinets.				X	
Truancy/Violation of Closed Campus – Students may not leave the school campus during school hours without prior approval.			X		

Misconduct that occurs which is not covered by the infractions and guidelines above will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful may be subject to disciplinary action regardless of whether the specific behavior is defined above. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the needs of the school and/or district.

Discipline Guidelines for Students with Special Needs

(504, IEP, and Students under evaluation)

In accordance with state and federal law, the following provides guidelines for discipline consequences for students identified as special education.

	IEP Team Required	Manifestation Determination ⁽¹⁾	Alternative Education Services Required
Student suspended for one school day or less	No*	No*	No*
Student suspended for less than five consecutive school days	No*	No*	No*
Student suspended for five OR MORE consecutive school days	Yes	No	Yes
Student suspended for more than 10 cumulative days in a school year or more	Yes*	Yes*	No*
Student placed on in-school suspension	No**	No**	No**
Student suspended from the bus	Depends***	Depends***	Depends***

* Unless the student has been suspended more than 10 cumulative days in a school year. (Minn. Stat. §121A.43(a))

** In-school suspension is not considered a day of suspension for a student with a disability as long as the student continues to receive regular and special education services during the in-school suspension.

*** If bus transportation is part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some other way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered. If bus transportation is not a part of the student's IEP, a bus suspension typically would not be a removal.

(1) "Manifestation Determination" is a process to determine if a student's behavior problem was or was not a manifestation of the student's disability

Student Bus Rider Responsibilities

South St. Paul Public Schools is committed to providing a safe and enjoyable riding experience for its bus riders. Parents or guardians are responsible for the safety of their student(s) until they are on the school bus. The district's student bus rider responsibilities section has been established by the district. Please review this information and discuss it with your child(ren). This information is being provided so that your child(ren) will clearly understand bus behavior expectations.

Riding the school bus or school van is a privilege, not a right, that can be revoked if a student chooses not to comply with the rules for bus riders. The school district's general student behavior rules are in effect for all students on school buses. 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 department. Serious misconduct may be reported to local law enforcement.

Student Bus Rider Responsibilities

The district's goal is to provide safe and enjoyable transportation for our students. This occurs when we work in cooperation with students, parents, teachers and drivers. Students are expected to ride their assigned bus everyday, and be picked up and dropped off at their assigned bus stop, unless alternative plans are approved by administration. All students who ride the bus are expected to follow and observe the school district's safety rules, as well as those of the bus driver. Students who do not follow rules will be subject to suspension of bus-riding privileges as designated in the policy below. For the safety of all riders, please review the following rider responsibilities with your child(ren) before the school year begins.

Going to the Bus Stop

- Use sidewalks where provided.
- If there are no sidewalks, walk single file on the left shoulder of the street facing traffic.
- Cross streets only at corners.
- Use a direct route, but avoid crossing yards or empty lots.
- Arrive at your bus stop no more than five minutes before the scheduled stop. The bus driver cannot wait for late students.
- Be aware of suspicious individuals on foot or in motor vehicles. Report these persons to your bus driver or school principal. Even if you have missed the bus, do not accept rides from strangers.

Waiting at the Bus Stop

- Wait away from the traffic. Stay at least five feet off the road or street.
- Respect the property of others while waiting at the bus stop. Do not pick flowers, disturb shrubs, throw stones or snowballs, litter, etc.
- Use appropriate language at all times.
- Respect other students by not pushing, shoving or fighting.
- Stay back from the street until the bus is actually stopped. A push at the middle or end of the line can send the front person into the bus or under its wheels.
- Older students should be helpful to younger ones.
- The district's student behavior policies, guidelines, and rules are enforceable while a student waits at the bus stop.

Boarding the Bus

- Wait until the bus has stopped and the door is opened before starting to board.
- Board the bus single file.
- Continue to show respect for others by not pushing or shoving.
- Use the handrail to keep from slipping, falling, or tripping.
- Greet the bus driver.
- Move directly to your seat and sit down.
- Put large items (e.g. musical instrument, packages) in seat area or under the seat, but not in the aisle.

Riding the Bus

- Follow directions of the driver.
- Stay in your seat.
- Keep all parts of your body in the bus.
- No pushing, shoving, cutting in, fighting at any time.
- No eating, drinking, smoking, or spitting.
- No loud talking, horseplay, throwing things, or inappropriate language.

Getting off the Bus

- Wait for the bus to be completely stopped and the door to be opened before standing up.
- Stay respectful of others – no shoving or pushing.
- Walk five big steps away from the bus, turn and look at the bus driver.
- Wait until the bus is at least a half a block away before proceeding home.
- Do not go in back of or underneath the bus for any reason.

Consequences for Misbehavior on the Bus

If a student chooses to break a rule, the following consequences are applied:

1st Incident	Verbal warning
2nd Incident	Bus conduct report is issued. Parents contacted via phone or email and letter sent home. Letter must be signed and returned. Possible consequences include apology, assigned seat, or suspension from riding the bus.
3rd Incident	A second bus conduct report is issued and a one to three day suspension from riding the bus is applied.
4th Incident	A third bus conduct report is issued and five-day suspension from riding the bus is applied.
5th Incident	A fourth bus conduct report is issued and permanent removal from bus privileges may be applied, which includes all school activities.

The following inappropriate behavior will result in **automatic suspension of transportation privileges**:

- Physical harm to another student
- Property damage
- Physical harm or threat of physical harm to driver (may result in arrest)
- Refusal to obey driver or verbal abuse of driver
- Disruption; which creates a safety hazard
- Possession of any dangerous weapon

Student Use of Personal Electronic Devices

South St. Paul Public Schools believes the use of personal electronic devices is a privilege and can be an acceptable communication and educational tool that requires responsible use by all students. Personal electronic devices include, but are not limited to cellular phones, smartphones, smartwatches, wireless headphones or earbuds, digital cameras, laptop computers, tablets and other personal electronic devices capable of transmitting data or images.

Student Responsibilities for Personal Electronic Device

SSPPS is not responsible for lost or stolen property. Personal property includes personal electronic devices. All property should be clearly identified or labeled. Articles are much more likely to be returned to the proper person if they are marked clearly.

Grade	Expectations	Potential Consequences
Grades K-8	Use of personal electronic devices is forbidden. - Students are required to turn off all devices when entering the building. - Students may turn the devices back on again when exiting the building, - Uses of these devices in the school will result in them being confiscated, and the family needing to come pick them up. Families/Guardians are asked to not disrupt the school environment by contacting their children via their personal electronic devices and should instead contact the school's main office to leave their child a message. Students should turn their cell phones off while in school. - Students are not allowed to contact parents during the school day using their personal device. - Students must ask permission to contact parents and will use a school phone when given permission by school personnel. It is highly suggested that students memorize their family's phone numbers.	- Verbal warning - Confiscation and family must pick-up device - Classroom consequences - Parent notification - Removal from class - Detention - Team meeting (teacher, parent, counselor, admin) - Check in device at office each morning - Loss of other technology privileges
Grades 9-12	Use of personal devices - Use of personal electronic devices is a privilege not a right. - Misuse of devices in the classroom or at other times during the school day are subject to the consequences listed. Families/Guardians are asked to not disrupt the school environment by contacting their children via their cell phone during class.	- Confiscation - Parent notification - Removal from class

Frequently Asked Questions

1. What is the role of a school resource officer?

School resource officers are not SSPPS employees. SSPPS expects school resource officers to demonstrate professionalism at all times and to act as a positive role model for students. Their role in the school setting is outlined in a contract between SSPPS and the City of South St. Paul. The primary role of a school resource officer is to deter and address criminal activity on school property and at school-sponsored events and activities. School resource officers are not involved in determining student discipline and they are not involved in addressing student misconduct that does not involve suspected criminal conduct.

SSPPS staff will consult with school resource officers to the extent necessary to report any potential criminal activity at school or a school-sponsored event or activity. In addition, SSPPS staff will consult with school resource officers to the extent necessary to comply with mandatory reporting obligations, such as the obligation to report suspected maltreatment of minors under Minn. Stat. § 626.556. To the extent permitted by State and Federal law, SSPPS staff may also disclose information to law enforcement in emergency situations where law enforcement's knowledge of the information is necessary to protect the health and safety of a student or other individuals.

2. How does SSPPS address attendance issues?

District Policy 503 generally outlines SSPPS's expectations with respect to student attendance. Policy 503 can be found in its entirety on the school district website. As noted above, isolated instances in which a student is tardy will be handled at the classroom level. Repeated tardiness may warrant an office referral. Unexcused absences are otherwise addressed in the behavior and consequences section of this handbook in accordance with specific statutory provisions related to compulsory school attendance (Minn. Stat. §120A.22).

3. How does SSPPS treat behavior in school parking lots?

School parking lots are considered school grounds for purposes of implementing SSPPS discipline policies and procedures. The same behavioral expectations that apply in school buildings apply in school parking lots. Parking on school grounds is a privilege, not a right. Students only may park in areas that are designated for student parking. In addition to the behavioral consequences outlined in this Handbook, a student who engages in misconduct in a SSPPS parking lot may have their parking privileges suspended or revoked. If a student parks in an unauthorized area or if an unauthorized vehicle is parked in a SSPPS parking lot, SSPPS may move the vehicle, require the owner to move the vehicle, or have the vehicle removed from SSPPS property and towed to a location off SSPPS grounds at the owner's expense. Student vehicles parked on SSPPS property may be subject to a search if SSPPS personnel have a reasonable suspicion that the search will uncover evidence of illegal conduct or a violation of SSPPS rules and policies. Policy 527 specifically addresses student use and parking of motor vehicles. Policy 527 can be found in its entirety on the school district website.

4. Is there an appeals process for student discipline?

Minnesota's Pupil Fair Dismissal Act provides for an appeals process in situations involving a student expulsion or exclusion. See [Minn. Stat. §121A.47](#). South St. Paul Public Schools focuses on resolving problems as quickly and efficiently as possible at the level closest to the individual. We encourage concerns to be addressed and resolved directly with site administrators, however, if you cannot or have already tried unsuccessfully, individuals may submit a grievance form through the district website at this link: <https://www.sspps.org/resources/handbooks>.

5. What is the district's policy on locker searches?

District Policy 502 addresses locker searches as well as personal possessions. Students have no expectation of privacy in their school lockers and school officials may search student lockers at any time, for any reason, without the permission of the student and without providing any advance notice to the student. However, personal possessions within a locker (i.e. purses, backpacks, jacket pockets) may only be searched by school officials when there is a reasonable suspicion that the search will uncover evidence of a violation of school rules or the law. For example, a school official may open a locker at any time to see what is in the locker, but may only then search a backpack in the locker if they have reason to believe it contains contraband, such as in the case where a drug dog indicates the presence of drugs in a locker.

6. What is the district's policy around searches of student cell phones and personal computers?

Searches of student cell phones and computers are similar to the search of locked or closed items in a student locker. If the school official has reasonable suspicion that a search will uncover a violation of the law or school rules, the school official may search a student's personal possessions, such as cell phones and computers.

This search need not be done with a parent present. Normally the school official would request permission from the student and for the student to provide a password. (Note that for school-owned computers, the search would be similar to a locker. Students have no expectation of privacy on such devices, which may be searched at any time, for any reason by school officials.)

Refusal to provide a password or unlock a phone may be grounds for discipline, in the same way that a student who refuses to unlock their car in the school parking lot to allow the district to search the car may be disciplined.

In general, students within the school environment have a lesser expectation of privacy than members of the general population. School districts have broad discretion in determining the extent to which students are allowed to use personal electronic devices during the school day. Violations of district policy are subject to discipline.

7. What is the district communications policy regarding serious incidents, suspensions and expulsions? Do you inform all parents of students who were involved? Do you inform all parents of the school?

In general, the district informs the parents of students who are either victims or perpetrators of serious incidents that may lead to discipline. However, state and federal law prevent the district from discussing the details of any discipline that it imposes against students with any other students or parents.

[The Minnesota Government Data Practices Act \(MGDPA\)](#) and the [Family Educational Rights and Privacy Act \(FERPA\)](#) bind the district's hands, and only allow the district to discuss a student's discipline with that student and the student's parents/guardians. Even in a situation where a student is a victim of a serious infraction, that student (victim) and their parents/guardians will not find out what discipline, if any, was given to the perpetrator. While this can be very frustrating for both school officials and parents, the district must follow the law.

Similarly, because the students who attend a school may already know the identity of a student involved in a major incident, the District is often prevented from sharing background details or information since sharing such information may tend to identify or confirm the identity of the student or students who were involved.

In certain circumstances, the District may provide general background information to parents of all students in an attempt to be proactive and allow parents to talk to their children about issues that may be occurring at school (e.g. an email regarding Appropriate Use of Technology). While the district is not required to provide such general notice to all parents, we seek to keep parents involved in order to discuss these issues at home and encourage partnership with the district in providing a safe and healthy learning environment.

8. Does SSPPS have recommended resources to assist families in dealing with student behavior concerns and helping students develop self-management skills?

Yes. Information about these resources may be obtained from your building leadership team or by visiting our website at <https://www.sspps.org/departments/student-services>.

9. How is student data kept confidentially?

SSPPS always maintains data confidentiality when working with students and families. We do this out of respect to individuals' right to privacy as well as to comply with state and federal laws that limit the sharing of information. We also acknowledge that data confidentiality can lead to frustration as it can limit the information we are able to share. This is particularly true when working to support victims and families as it can give the impression that no action is being taken. We ask that our families keep this in mind as we strive for meaningful partnership while also knowing that limits to information sharing can erode trust. [School Board Policy 515](#) has further information on the Protection and Privacy of Student Records.

10. How does the district investigate disciplinary situations such as bullying or harassment?

The district conducts thorough investigations into disciplinary situations like bullying or harassment through a multi-step process aimed at ensuring fairness and accountability. When allegations arise, trained personnel collect detailed accounts from all involved parties and witnesses through interviews and/or written statements. These investigations prioritize confidentiality to protect the privacy of those involved while maintaining transparency in the process. Evidence such as electronic communications, surveillance footage, or physical documentation may be reviewed to corroborate accounts. Throughout the investigative process, the district adheres to established policies and guidelines and consults with legal counsel, when necessary. Once the investigation is completed, appropriate disciplinary actions are determined based on the severity of the incident and in accordance with the Student Rights and Responsibilities Handbook, district policies, and state and federal laws. The focus of any disciplinary outcome is on fostering a safe and inclusive learning environment for all students.

Summary of Additional District Policies

Besides the policies that are included and/or referred to in this Handbook, students are expected to be aware of and to abide by all of the district's policies. The following is a summary of SSPPS's policies that define student rights and responsibilities. Complete texts of these and all district policies are available on the district's website at www.sspps.org/policies or upon request from a school office.

Assessment of Standard Achievement- [Policy 618](#)

The district provides a structure and framework for assessing student learning in the district. The grading and assessment should assist in the student's learning experiences. Each school program level will establish standardized assessments and track mastery of academic standards. The criteria will reflect the age of the student and the level of content learning.

Attendance- [Policy 503](#)

The district provides a structure and framework for assessing student learning in the district. The grading and assessment should assist in the student's learning experiences. Each school program level will establish standardized assessments and track mastery of academic standards. The criteria will reflect the age of the student and the level of content learning.

Bullying Prohibition- [Policy 514](#)

The district expressly prohibits bullying, by either an individual student or a group of students, on school premises, on school district property at school functions, or activities, or on school transportation. Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to the building principal. Within 3 days of the report, the school district will undertake an investigation into the matter.

Corporal Punishment- [Policy 507](#)

Corporal punishment is prohibited. No employee or agent of the district will engage in or cause the infliction of corporal punishment on any student.

Distribution of Non School-Sponsored Materials on School Premises- [Policy 505](#)

The district seeks to protect students' and employees' rights to free speech, while at the same time preserving the integrity of the educational objectives and responsibilities of the district. This protection includes the right to distribute nonschool-sponsored material at a reasonable time and place and in a reasonable manner. Distribution guidelines have been established by district policy and will be supervised by school administration.

Do Not Attempt Resuscitation- [Policy 518](#)

When any student experiences sudden illness or injury, the role of an employee is to render emergency health care to preserve life and prevent disability. In life-threatening emergencies, the emergency medical system (911) will be activated. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.

Dress and Appearance- [Policy 504](#)

The district expressly prohibits bullying, by either an individual student or a group of students, on school premises, on school district property at school functions, or activities, or on school transportation. Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to the building principal. Within 3 days of the report, the school district will undertake an investigation into the matter.

Education of Homeless Children

Students experiencing homelessness as defined under federal McKinney-Vento law shall have access to the education and other services they need to provide educational stability, and school access to meet state and district standards, including transportation to and from their school of origin.

Electronic Technologies Acceptable Use- [Policy 536](#)

Students may access online resources from their classrooms via the internet. Procedures and guidelines have been established for access to the district's networks and acceptable and safe use of the internet. The administration will supervise the guidelines. Specific expectations, including the Online Code of Ethics, are outlined by the district policy.

Parents or guardians must give approval for their child(ren) to access internet resources and students must agree to follow the acceptable use procedures. Forms are available in the district portal and Family Handbook.

Emergency Health Situations and District Insurance Limitations

The district does not purchase medical, health or accident insurance for your child. If your child has an accident, is ill, or is injured while at school or participating in district-sponsored activities; families will need to access their own insurance plans to cover any associated costs (e.g., medical care, emergency transportation). The district cannot pay these associated costs.

Employee Background Checks- [Policy 404](#)

The district places a high priority on ensuring a safe and healthy learning environment for students. This priority includes requiring all applicants who have been offered district positions to complete a criminal background check as part of the process for determining employment. This process meets legal requirements.

Equal Educational Opportunity- [Policy 102](#)

The district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. No student will be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under any educational program or activity operated by the district on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, pregnancy, status with regard to public assistance, disability, sexual orientation or age.

Extended School Year- [Policy 508](#)

Extended School Year (ESY) services are provided to a student who has an Individualized Education Plan (IEP) if the IEP team determines the ESY services are necessary during a break in instruction to provide a free appropriate public education.

Field Trips and Travel- [Policy 610](#)

The district supports and approves student field trips and travel beyond the classroom and areas of competition that are properly planned, well organized, and carefully supervised. Students participating in approved field trips and travel will be permitted to prepare assignments in advance or make up work missed in classes from which they are absent. All trips and travel require parent/guardian authorization.

Harassment and Violence- [Policy 413](#)

Harassment against students based on protected class status is a form of discrimination. Harassment by any person, student or staff member, based on race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status, that creates an intimidating, hostile or offensive working or learning environment, or substantially interferes with the working or learning environment, will not be tolerated under any circumstance. Individuals who believe they may have experienced harassment should report the complaint to the building principal.

Immunization Requirements- [Policy 530](#)

Students are required to provide proof of immunization or appropriate documentation exempting the student from immunizations and other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

Interviews of Students by Outside Agencies- [Policy 519](#)

Generally, students may not be interviewed during the school day by persons other than a student's parents, district officials, employees or agents of the district, except as otherwise provided by law and/or district policy. Upon receiving an interview request, the principal will determine whether the request will be granted.

Medication- [Policy 516](#)

The district acknowledges that students may require prescription and nonprescription medication during the school day. In such cases, medication may be administered only by the licensed school nurse or other trained school employees. The district strongly discourages students from possessing and self-administering nonprescription medication without written authorization from the student's parent/guardian on file in the health office.

Pledge of Allegiance- [Policy 531](#)

Students shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Pursuant to Minn. Stat. §121A.11, subdivision 3(c), anyone who does not wish to participate in reciting the Pledge

of Allegiance for any personal reasons may elect not to do so. Students and school employees must respect another person's right to make that choice.

Promotion, Acceleration, Retention and Program Design- [Policy 513](#)

The district is dedicated to the total and continuous development of each student. Students will be placed in the instructional level best suited for their academic, social and emotional needs. Students will usually progress from level to level on an annual basis. Exceptions may be made when they are in the best educational interest of the student. Exceptions will be made only after consultation with the student's family. The final decision will rest with the district.

Protection and Privacy of Student Records- [Policy 515](#)

The district recognizes its responsibilities in regard to the collection, maintenance and dissemination of student educational records and data. District policy defines the procedures and practices for protecting the privacy of student information in accordance with state and federal laws.

Examples of student directory information are below and may be made available to the public. A parent/guardian may refuse to have any or all of the directory information made public by notifying the building principal in writing in accordance with district policy.

- Student name, address, telephone number and electronic mail address
- Student photograph
- Student date and place of birth
- Student dates of attendance, major field of study, grade level, and enrollment status
- Student participation in officially recognized activities and sports, weight and height of members of athletic teams, degree, honors and awards received, and
- Student degrees, awards most recent educational agency or institution attended
- Parent/Guardian name, address, telephone number

Search of Lockers, Desks, Possessions and Persons- [Policy 502](#)

(See FAQ regarding searches, page 26)

School lockers are the property of the district. The district maintains exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school employees for any reason at any time, without notice, without student consent, and without a search warrant.

The personal possessions of students within a school locker or on a student's person may be searched only when school employees have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a student's personal possessions within a locker, a school employee will notify the student whose personal possessions within a locker were searched unless disclosure would impede an ongoing investigation by police or school employees. Schools may also use specially trained dogs in school parking areas, to detect and alert officials to the presence of prohibited items and illicit substances.

Selection of Instructional Text, Materials and Content- [Policy 606](#)

The district recognizes the selection of textbooks and instructional materials is vital to the support of the district's academic standards and curriculum. The school board has the authority to make final decisions on the selection of instructional texts, materials and content. The district has a process, referenced Policy 606 in, for families and community members to review or seek reconsideration of selected instructional texts and materials.

Special Accommodations and Services for Students with Special Needs- [Policy 608](#)

The district provides a full range of special services and accommodations necessary for meeting students' special needs. Families are encouraged to contact building principals for additional information related to student identification, assessment, service availability and other options.

Staff Notification of Violent Behavior of Students- [Policy 529](#)

In an effort to provide a safe school environment, the assigned classroom teacher and other employees with a legitimate educational interest will be notified if a student has a history of violent behavior. The administration will meet with the assigned classroom teacher and other employees with a legitimate educational interest for the purpose of notifying and determining how employees will work with the identified student.

Student Fundraising- [Policy 511](#)

The district recognizes the desire by district-sponsored student groups and student organizations to raise funds to meet their needs and goals and to fund student activities. School groups or organizations raising funds must meet the established district criteria and follow district policy for fundraising. National and international fundraising groups may

apply for approval of specific fundraising activities through the building principals. Violations of the student fundraising policy may result in disciplinary action up to suspension or expulsion.

Student Surveys- [Policy 520](#)

The district may conduct student surveys as determined necessary. The superintendent may refuse to permit a survey to be conducted based on the alignment of the survey to the mission of the district or the impact the administration of the survey would have on the instructional day.

Student Use and Parking of Motor Vehicles- [Policy 527](#)

Students are allowed the limited use and parking of motor vehicles in district locations in accordance with district policy. Students permitted to park at a district location do so as a privilege, not a right.

Students With Communicable Diseases and Infectious Conditions- [Policy 420](#)

Students with communicable diseases are not to be excluded from attending school in their daily attendance setting so long as their health permits and their attendance does not create a significant health risk of the transmission of illness to students or employees.

Video/Electronic Surveillance- [Policy 712](#)

Maintaining the health, welfare and safety of students, employees and visitors while on school district property and protecting district property are important functions of the district. The district recognizes the value of video/electronic surveillance systems in monitoring activity on school property in providing these functions.

Wellness- [Policy 534](#)

The district recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and learning. The school environment should promote and protect a student's health, well-being and ability to learn by encouraging healthy eating and physical activity. The district encourages the involvement of students, parents, teachers, nutrition service employees, and other interested persons in implementing, monitoring and reviewing district nutrition and physical activity policies.

Appendix

Attached are the full policies:

- 506: Student Discipline
- 514: Bullying Prohibition (Attached bullying report form)
- 526: Hazing Prohibition
- 413: Harrassment and Violence

Adopted: October 5, 1993

MSBA/MASA Model Policy 506

*Revised: 1/24/05; 10/10/05; 11/28/11; 9/9/13; 4/28/14; 5/9/16; 5/22/17;
9/10/18; 1/13/20; 6/26/23; 7/22/24; 5/27/25*

Orig. 1995

Rev. 2024

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

In view of the foregoing and in accordance with Minnesota Statutes section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community

members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

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



2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat,



neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another

that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

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

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

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

- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

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

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism.
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment;



Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;



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22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
 23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
 24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
 25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
 26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
 27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
 28. Possession or distribution of slanderous, libelous, or pornographic materials;
 29. Violation of the school district's Bullying Prohibition Policy;
 30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
 31. Criminal activity;
 32. Falsification of any records, documents, notes, or signatures;
 33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
 34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
 35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
 36. Violation of the school district's Harassment and Violence Policy;



37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:



1. a student causes or is likely to cause serious physical harm to other students or staff;
 2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;

- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday School and/or before or after school detention;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Restorative justice
- V. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, a teacher will consult with the building principal or principal designee about the potential removal of the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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



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

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

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

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

C. Procedures for Removal from Class:

1. A student will be removed from class only upon agreement of the appropriate teacher and Principal or Principal's designee after an informal administrative conference with the pupil. The decision to remove a student will ultimately be the responsibility of the Principal or Principal's designee.
2. The length of time of the removal will be at the discretion of the Principal or the Principal's designee after consultation with the teacher, but will not exceed five (5) class or activity periods per incident.
3. Removal from class may be imposed without an informal administrative conference when a student is causing and/or appears to be causing a serious disruption or appears to be creating an immediate and substantial danger to himself/herself or to person(s) or property.
4. In removing a student from class, a District employee may use reasonable force, if necessary, in compliance with Minnesota Statutes section 121A.582 and other laws.

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- D. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher and may not exceed five class periods for a violation of a rule of conduct.
 - E. Students who are removed from class will be supervised by a District staff member. The assigned District staff member will determine where the student will go when removed, how they will get to their designated destination, and what the student will do when and while removed.
 - F. Return to Class after Removal:
 - 1. Students will return to class upon completion of the terms of the removal established at the informal administrative conference referenced in section II.B.3.
 - G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;
 - 1. The principal or principal's designee will determine the need for and method of notification to parent or guardian.
 - 2. After the student has been removed from class more than ten (10) times in one school year, the principal or designee will notify the student's parent and guardian and request that the parent or guardian meet with the site administrators to discuss the problem that is causing the student to be removed from class.
 - H. Students on an Individual Education Plan (IEP) The principal or designee will determine whether the student's removal from class requires a meeting to review the adequacy of the student's current Individual Education Plan (IEP) or whether there is a need for further assessment. If it is determined such a meeting is necessary, the student's case manager will schedule and provide appropriate notices of such meeting.
 - 1. Any procedures determined appropriate for referring students in need of special education services to those services.
 - I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.
 - 1. Every school has a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
 - 2. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

3. Any public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse preassessment team of this information pursuant to Minnesota Statutes, section 121A.29.

XII. DISMISSAL

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

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

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

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

- C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a) A preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or



- b) kindergarten through Grade 3.
- 2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
- 3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

- 1. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
- 2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
- 3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
- 4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a



parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed. A copy of the procedural safeguards will be given to the parent/guardian when the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities



have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a) strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b) assign the student to attend school on Saturday or before or after school as supervised by the principal or the principal's designee; and
 - c) petition the juvenile court that the student is in need of services under Minn. Stat., Ch. 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures:

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.



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



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



19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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



XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE



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

The Discipline Complaint Procedure must, at a minimum:

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

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Pre Assessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60 (Definitions)
Minn. Stat. -121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. §§ 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch.125A (Special Education and Special Programs)
Minn. Stat. § 152.22 Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

MSBA/MASA Model Policy 610 (Field Trips)

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

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

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

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5/28/24

514 BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
 - 1. on school premises at school- functions, or activities, or on school transportation.
 - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a co curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a



student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber bullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

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

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

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy #506. The school district may take into account the following factors:
1. The developmental ages and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.

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

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



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

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

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

The term, “bullying,” specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

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



performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. “Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G. “Prohibited conduct” means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.
- H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. “Student” means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

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



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

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel, who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner, may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not



limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

- A. Consistent with its applicable policies and practices, the school district must discuss this policy with students, school personnel and volunteers and provide appropriate training for all school district personnel to prevent, identify, and respond to prohibited conduct. The school district must establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and



publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes, section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

- 1. Engage all students in creating a safe and supportive school environment;
- 2. Partner with parents and other community members to develop and implement prevention and intervention programs;



3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.
- C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.
- D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.
- E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

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

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

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



Bullying/Harassment Report Form

District policy 514 & 413 states that a safe and civil environment is necessary for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The purpose of this form is to document alleged incidents and assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

Harassment against students based on protected class status is a form of discrimination. Harassment by any person, male or female, student or staff member, based on race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status, that creates an intimidating, hostile or offensive working or learning environment, or substantially interferes with the working or learning environment, will not be tolerated under any circumstance. (See Board Policy 413)

Bullying means intimidating, threatening, abusive or harming conduct that is objectively offensive and where there is an actual or perceived power imbalance between the students involved in the behavior, or where the behavior materially and substantially interferes with a students' learning environment or access to student. (See Board Policy 514)

Please return this form to your school's building principal, direct supervisor, Director of Student Services, Human Resources Director, or Superintendent.

Complainant Name: _____

Home Address: _____ **Home Phone:** _____

Date of Alleged Incident(s): _____

Type of Bullying/Harassing: Physical Verbal Relational

Complaint Against:

Name:

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved, etc. (Attach additional pages if necessary.)



When and Where did the incident(s) occur?

List the name(s) of all persons (including yourself if applicable) who were targets of the discrimination, harassment, or bullying: _____

List the names(s) and/or descriptions of all individuals (students, school employees, school visitors, other) who engaged in or participated in the alleged discrimination, harassment, or bullying:

List the names and contact information of any witnesses that were present:

List the names of any trusted adult that you reported this incident to (i.e. teacher, principal, police liaison, office staff, parent/guardian, etc.): _____

If you believe the incident was based on your protected class status or the protected class status of the target, please indicate below which protected class category was the basis of the reported behavior (please circle):

Race/Color/National Origin

Religion/Creed

Disability

Sex/Sexual Orientation/Gender Identity

Other

Why: _____

This complaint is filed based on my honest belief that _____ has bullied/harassed me or another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature: _____ **Date:** _____

Received By: _____ **Date:** _____

Investigations must be started within 3 days of the receipt of this complaint form.

Adopted: February 1998

MSBA/MASA Model Policy 526

Orig. 1997

Rev. 2014

Revised: 4/26/04; 9/9/13; 7/25/16; 6/26/17
6/10/19; 5/26/20; 6/14/21; 6/27/22; 6/26/23
5/28/24; 3/31/25

526 HAZING PROHIBITION

I. PURPOSE

- A. The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspensions and/or expulsion

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

Consequences for other individuals for engaging in prohibited acts of hazing may include, but not limited to, exclusion from school district property and events and/or termination of services and/or contracts.



- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. “Hazing” means committing an act against a student and/or staff member, or coercing a student and/or staff member into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Immediately” means as soon as possible but in no event, longer than 24 hours.
- C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approve for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district

does not represent that it will provide supervision or assume liability at these locations and events.

- D. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. “Student” means a student enrolled in a public school or charter school.
- F. “Student organization” means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school district employees shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.



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

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited in this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a report and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted

to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks.
- B. The school district will develop a method for discussing this policy with students.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Adopted: September 8, 1997

MSBA/MASA Model Policy 413

Orig. 1995

Rev. 2025

*Revised: 4/26/04; 8/28/06; 11/23/09; 11/25/13
11/23/15; 12/10/18; 6/10/19; 5/26/20; 6/14/21
6/27/22; 6/26/23; 5/28/24; 5/27/25*

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator or other school district personnel harasses a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a Protected Class. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- C. A violation of this policy for any student, teacher, administrator or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator or other school district personnel found to have violated this policy.

III. DEFINITIONS

- A. Assault is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 3. otherwise adversely affects an individual’s employment or academic opportunities.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. “Disability” means, with respect to an individual who:
 - a. has a physical, sensory, or mental impairment that materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment;
 - c. is regarded as having such an impairment; or
 - d. has an impairment that is episodic or in remission and would materially limit a major life activity when active.
 2. “Familial status” means the condition of one or more minors having legal status or custody with:
 - a. The minor’s parent or parents or the minor’s legal guardian; or guardians; or
 - b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian. or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals



are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.
 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment includes unwelcomed sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b) submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or

- c) that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
- a) unwelcome verbal harassment or abuse;
 - b) unwelcome pressure for sexual activity;
 - c) unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
 - d) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f) unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes section 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a) touching, patting, grabbing, or pinching another person's intimate parts;
 - b) coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c) coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d) threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's or group's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of a person's Protected Class by a student, teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct that may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy, at the building level. Any adult school district personnel, who receive a report of harassment or violence prohibited by this policy, shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or school district's human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fails to make reasonable efforts to



address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates the Director of Human Resources as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.



VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes Chapter 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat.Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. § 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 1201 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)

MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)