AMENDED Listening Session & Regular Meeting of the St. Anthony-New Brighton School Board
Tuesday, May 6, 2025 6:00 PM

Listening Session and Regular Meeting
Community Services
3301 Silver Lake Road NE
St. Anthony , MN 55418

Agenda

1. Listening Session
2. Call to Order School Board Regular Meeting
   Speaker(s): Ben Phillip - School Board Chair
3. Approval of AMENDED Agenda
   Speaker(s): Ben Phillip - School Board Chair
4. Contextual Background Regarding Recent Events
   Speaker(s): Dr. Renee Corneille - Superintendent, Ben Phillip - Board Chair
5. Recognitions & Introductions
   5.1. Recognize Dr. Troy Urdahl & Hope Fagerland
      Speaker(s): Dr. Renee Corneille - Superintendent
   5.2. Administrator Introductions
      Speaker(s): Dr. Renee Corneille - Superintendent
6. Approval of Consent Agenda
   Speaker(s): Ben Phillip - School Board Chair
   6.1. Meeting Minutes from April 15, 2025 School Board Work Session and April 29, 2025 Joint City Council and Board Professional Development Meeting
      Speaker(s): Ben Phillip - School Board Chair
   6.2. AMENDED Personnel and Payment of Bills
      Speaker(s): Ben Phillip - School Board Chair
7. Discussion Items
   7.1. Effective Instruction Implementation Update
      Speaker(s): Dr. Tim Anderson, Executive Director of Human Resources and Operations and Beth Rehfuss, Union President
   7.2. Communications Report
      Speaker(s): Wendy Webster - Director of Community Services and Communication, Jada Richard - CESO Communications Specialist
   7.3. Policies 1st Reading
      Speaker(s): Dr. Cassandra Palmer - Policy Committee Chair
   7.4. Annual Board and Superintendent Evaluation Reminder
      Speaker(s): Ben Phillip - School Board Chair
   7.5. 2025/26 Budget Draft and Recommendations
      Speaker(s): Dr. Renee Corneille - Superintendent
   7.6. 2025-2026 School Year Board Meeting Dates
      Speaker(s): Ben Phillip - School Board Chair
   7.7. School Board Meeting Preparation and Minutes Contract Approval Discussion
8. Action Items
   8.1. School Board Meeting Preparation and Minutes Contract Approval (2 minutes)
      Speaker(s): Dr. Renee Corneille - Superintendent

8.2. Community Service Update on Wage Agreement
Speaker(s): Wendy Webster - Director of Community Services and Communication
8.3. AMENDED Addendum to the Executive Director of Academics Contract
Speaker(s): Dr. Renee Corneille - Superintendent
8.4. Policies Final Reading and Approval
Speaker(s): Dr. Cassandra Palmer - Policy Committee Chair

9. Reports
9.1. ISD282 Program and Building Report
Speaker(s): Hope Fagerland - Executive Director of Academics
9.2. Board Reports
Speaker(s): Ben Phillip - School Board Chair

10. Adjourn School Board Meeting
Speaker(s): Ben Phillip - School Board Chair

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Motion to Recognize Dr. Troy Urdahl for the 2025 MNIAAA Pete Veldman Class AA Athletic Director of the Year Award

The Saint Anthony-New Brighton School Board formally recognizes and congratulates Dr. Troy Urdahl for receiving the 2025 MNIAAA Pete Veldman Class AA Athletic Director of the Year award. This award acknowledges his outstanding leadership, commitment to Education-Based Athletics and Activities, passion for purpose-driven coaching, and dedication to improving the world through school activities, all of which the board deeply values.

Motion to Recognize Hope Fagerland for the Minnesota Association of School Administrators 2025 Outstanding Central Office Leader Award

The Saint Anthony-New Brighton School Board proudly recognizes and congratulates Hope Fagerland, our Executive Director of Academics, on receiving the Minnesota Association of School Administrators 2025 Outstanding Central Office Leader Award. This prestigious award celebrates Ms. Fagerland's exemplary leadership, significant impact on our students and staff, and profound contributions to our school system's success. Her selfless dedication, exceptional work ethic, and unwavering commitment to ensuring every child's brilliance is nurtured are deeply valued by this board. We formally acknowledge this remarkable achievement and extend our sincere gratitude for her exceptional leadership and invaluable contributions to our district.

St. Anthony New Brighton

INDEPENDENT SCHOOL DISTRICT 282

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Introductory Information:

Dr. Joel Leer, Interim Principal, St. Anthony Village High School

The school board is pleased to introduce Dr. Joel Leer as the interim principal at St. Anthony Village High School for the remainder of the school year. Dr. Leer brings extensive teaching and administrative experience to his role as interim principal at St. Anthony Village High School. Currently an assistant professor in the education department at Minnesota State University - Mankato, Dr. Leer previously served as principal of Northfield High School from 2006 to 2022. His prior administrative roles include assistant principal at Prior Lake High School and assistant principal/activities director at Cloquet High School. Dr. Leer began his career as a high school language arts teacher at West Fargo High School (North Dakota) and has also taught at Owatonna High School and Albany Junior High School. He has a history of service on the boards of numerous education-related organizations and associations, and he is a member of principal and professional associations. Welcome Dr. Leer.

Introductory Information:

Mr. Tom Lee, Interim Principal, Wilshire Park Elementary School

The school board is pleased to introduce Mr. Tom Lee as the interim principal of Wilshire Park Elementary School for the remainder of the school year. Mr. Lee, a retired teacher, school administrator, and district leader, is already familiar to many in our community, having previously served as interim principal at the middle school in the fall of 2022. His extensive experience includes seven years as Superintendent of Waseca Public Schools and 17 years as a principal in Bloomington Public Schools, at both the middle and elementary levels. Earlier in his career, Mr. Lee worked as a teacher of blind and visually impaired students. Over the past five years, he has served in various interim superintendent and principal roles across Minnesota. We are excited to welcome Mr. Lee back to our district and believe his leadership will be a valuable asset to Wilshire Park Elementary School. Welcome back Mr. Lee.

AMENDED St. Anthony-New Brighton School Board Work Session
Tuesday, April 15, 2025 6:00 PM Central

SANB Media Center Work Session
3303 33rd Ave NE
Entry available at door #16
St. Anthony, MN 55418

Laurel Hood:	Present
Laura Oksnevad:	Present
Mike Overman:	Present
Cassandra Palmer:	Present
Ben Phillip:	Present
PJ Striker:	Absent

Present: 5, Absent: 1.

1. Call to Order School Board Work Session (2 minutes)
The School Board meeting was called to order at 6:00 pm.

Staff present: Superintendent Dr. Renee Corneille, Executive Director Hope Fagerland, District Wellness Coordinator Lori Watzl-King, Director of Athletics, Activities, and Facilities Troy Urdahl. Other staff were in attendance.

2. Approval of AMENDED Agenda (2 minutes)
The recommended motion is to approve the AMENDED April 15, 2025 agenda as presented. This motion, made by Laurel Hood and seconded by Laura Oksnevad, Carried.
PJ Striker: Absent, Laurel Hood: Yea, Laura Oksnevad: Yea, Mike Overman: Yea, Cassandra Palmer: Yea, Ben Phillip: Yea
Yea: 5, Nay: 0, Absent: 1

3. AMENDED Closed Session
The recommended motion is to enter in to closed session as permitted by Minnesota Statutes Section 13D.05 Subdivision 2(b) for the purpose of preliminary consideration of allegations regarding a high school administrator. This motion, made by Laurel Hood and seconded by Mike Overman, Carried.
PJ Striker: Absent, Laurel Hood: Yea, Laura Oksnevad: Yea, Mike Overman: Yea, Cassandra Palmer: Yea, Ben Phillip: Yea
Yea: 5, Nay: 0, Absent: 1
The recommended motion is to reconvene the regular school board meeting following closed session. This motion, made by Laura Oksnevad and seconded by Laurel Hood, Carried.
PJ Striker: Absent, Laurel Hood: Yea, Laura Oksnevad: Yea, Mike Overman: Yea, Cassandra Palmer: Yea, Ben Phillip: Yea
Yea: 5, Nay: 0, Absent: 1

4. Approval of Consent Agenda (2 minutes)
The recommended motion is to approve the consent agenda as presented, including: minutes from April 1, 2025 Board meeting, personnel, payment of bills, and a Custodian Retirement MOU. Chair Phillip pulled the Custodian Retirement MOU for separate action. This motion, made by Mike Overman and seconded by Laura Oksnevad, Carried.

PJ Striker: Absent, Laurel Hood: Yea, Laura Oksnevad: Yea, Mike Overman: Yea, Cassandra Palmer: Yea, Ben Phillip: Yea
Yea: 5, Nay: 0, Absent: 1
The recommended motion is to approve the Custodial Retirement MOU as presented. This motion, made by Laura Oksnevad and seconded by Laurel Hood, Carried.
PJ Striker: Absent, Laurel Hood: Yea, Laura Oksnevad: Yea, Mike Overman: Yea, Cassandra Palmer: Yea, Ben Phillip: Yea
Yea: 5, Nay: 0, Absent: 1

4.1. Meeting Minutes from April 1, 2025 School Board Regular Meeting

4.2. Personnel and Payment of Bills

4.3. MOU Custodial Retirement

5. Presentations and Discussion Items

5.1. Wellness Report (30 minutes)

5.2. Capital Projects Budget FY 2025-2026, Long Term Facilities Maintenance (LTFM) (15 minutes)

5.3. Budget: July 1, 2024 -March 31, 2025 3rd Quarter Update (10 minutes)

5.4. Budget FY 2025-2026 Draft (45 minutes)

5.5. Policies 2nd Reading (5 minutes)

5.6. 2025-2026 School Year Board Meeting Dates (5 minutes)

5.7. School Board/Superintendent Staffing Update (5 minutes)

6. Reports

6.1. ISD282 Building and Program Reports (10 minutes)

6.2. Board Reports (10 minutes)

7. Adjourn School Board Meeting
Addition to upcoming meetings:
Policy Committee Meeting
Tuesday, April 22nd, 8:00 am
District Office

Board Chair Phillip adjourned the meeting at 10:02 pm

Joint City Council Meeting and School Board Professional Development Meeting

Tuesday, April 29, 2025 6:00 PM
St. Anthony Community Services, Community Services, 3301 Silver Lake Road NE, St. Anthony , MN 55418

Laurel Hood:	Present
Laura Oksnevad:	Present
Mike Overman:	Present
Cassandra Palmer:	Present
Ben Phillip:	Present
PJ Striker:	Present

City Council and Staff in attendance include:
Wendy Webster, Mayor
Nadia Elnagdy, Council Member
Jan Jenson, Council Member
Lona Doolan, Council Member
Charlie Yunker, City Manager

1. **Call to Order Joint City Council/School Board Meeting** **Discussion:** Mayor Webster called the Joint City Council/School Board meeting to order at 6:00pm	**Speaker(s):** Ben Phillip - School Board Chair, Mayor Wendy Webster
2. **City Update** **Discussion:** Mayor Webster and council members provided an update on the SAV Strategy Plan and Pyramid	**Speaker(s):** Mayor Wendy Webster
3. **School Board Update** **Discussion:** Chair Phillip shared an update on the Business Class store at SAVHS, school leadership changes, and the Policy/Fire department connections with the Standard Response Protocol.	**Speaker(s):** Ben Phillip - School Board Chair
4. **Adjourn Joint City Council/School Board Meeting** **Discussion:** The meeting was adjourned by Mayor Webster at 7:05pm	**Speaker(s):** Ben Phillip - School Board Chair
5. **Call to Order Professional Development Meeting** **Discussion:** Chair Phillip called the Professional Development meeting to order at 7:16pm	**Speaker(s):** Ben Phillip - School Board Chair
6. **Approval of agenda** **Action(s):** Recommended motion is to approve the agenda as presented. This motion, made by Cassandra Palmer and seconded by Mike Overman, Carried. **Voting Detail:** Laurel Hood: Yea Laura Oksnevad: Yea Mike Overman: Yea	**Speaker(s):** Ben Phillip - School Board Chair

	Cassandra Palmer: Yea Ben Phillip: Yea PJ Striker: Yea **Voting Summary:** Yea: 6, Nay: 0	
7.	**Board Goal #4 - Community Engagement**	**Speaker(s):** Ben Phillip - School Board Chair
7.1.	History and Communications Perspective	**Speaker(s):** Ben Phillip - School Board Chair, Barry Kinsey
7.2.	Community Meeting Planning	**Speaker(s):** Barry Kinsey, Ben Phillip - School Board Chair
7.3.	Brainstorm - Hearing Diverse Perspectives	**Speaker(s):** Ben Phillip - School Board Chair, CESO
8.	**Adjourn School Board Meeting** **Discussion:** Chair Phillip adjourned the meeting at 9:32pm	**Speaker(s):** Ben Phillip - School Board Chair

_____

Board Secretary

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD CONSENT AGENDA
5/06/2025

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Date Effective
Leer	Joel	LTS-Principal	SAVHS	04.15.2025
Lee	Thomas	LTS-Principal	WP	04.15.2025
Barquero- Raivo	Fiona	Assistant Teacher	Community Services	04.30.2025
Tesfahun	Mesgana	Summer Group Lead	Community Services	04.22.2025
Kislow	Samantha	Assistant Teacher	Community Services	04.30.2025
Harren	Will	MS Science Teacher	SAMS	04.28.2025

Resignation(s)

Last Name	First Name	Position	School	Date Effective
McGraw	Allison	SpEd Teacher	SAVHS	06.09.2025
Kujawa	Meghan	Speech-Language	District	06.09.2025
Bullis	Madeline	4th Grade Teacher	WP	06.09.2025
Tuominen	Kelsey	2nd Grade Teacher	WP	06.09.2025
West	Sobrina	Behavior Intervention	WP	06.09.2025

LOA requests:

Last Name	First Name	Position	School	Date Effective
Roberts	Maria	Principal	WP	04.22.2025
Rehfuss	Beth	HS Science	SAVHS	06.09.2025

Other Business

Last Name	First Name	Position	School	Date Effective
Bell	Norman	Reassigned to District Special Projects	District	04.11.2025
School Service Employees, Local 284 Food Service		Summer Food Service Employee MOU	District	06.09.2025

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

c. Payment of Bills Checks Paid 4/17/2025

01- General Fund	$89,518.53
02- Food Service	$41,879.39
03- Transportation	$148,496.26
04- Community Serv Fund	$7,018.27
05- Capital Expenditure Fund	$101,275.09
09- Trust Fund	$1,209.12
25- Student Activities	$8,268.48
Total: $	$397,665.14

Memorandum of Understanding
Between the
School Service Employees, Local 284 Food Service
And
Independent School District #282
Regarding 2025 Summer Employment

This Memorandum of Understanding ("MOU") is entered into by and between the St. School Service Employees, Local 284 Food Service ("Food Service") and Independent School District #282 ("District").

WHEREAS, Food Service and the District are parties to a Master Agreement, for the period of July 1, 2024 through June 30, 2026, which governs the general terms and conditions of employment for food service employees; and

WHEREAS, Article X, Hours of Work, Section 3, Normal Work Year of the Master Agreement specifies the normal work year of a full-time employee will be those days during a school year on which food is served;

WHEREAS, School year does not include summer food service programs.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this MOU and other valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Summer food service employment starts on June 09, 2025 and ends on August 29, 2025.

2. Food Service Employees working the summer food service program until August 29, 2025 will be paid the 2024-2026 contract rate of pay following Article VII, Section I.

3. Food Service Employees shall be paid at the rate of their 2024-2025 contract prior to July 1, 2025 then their 2025-2026 step after July 1, 2025.

4. Pay rates shall be determined by 2024-2026 Article VII, Section 1 Hourly Rates of Pay and Longevity.

5. Food Service Employees employed for summer food service who have an active Minnesota School Food Service Association Certificate shall receive additional compensation per work hour as determined by Article VII, Section 7 Certification.

6. Food Service Employees who worked after being called back from the normal work day shall be compensated at the rate of 1 and 1⁄2 times the employee's hourly rate of pay as stated in Article X Hours of Work, Section 4, Subd. 4.

7. Assignment sheets issued for summer food service are temporary assignments and will end at the end of the summer food service program.

8. Paid Absences - Employees employed for summer food service shall not accrue any personal, vacation and sick days. Employees working Summer program may use their accumulated sick leave if they are unable to work their summer position. Use of sick leave is subject to the same terms and conditions as is found in Article VIII.

9. Holiday - Employees employed for summer food service shall receive holiday pay for July 4, 2025 (Independence day) and June 19, 2025 (Juneteenth).

10. Tax Sheltered Annuity - Employees employed for summer food service are not eligible to participate and receive a matching contribution from the District during this period.

11. Uniform allowance - There will be no additional uniform allowance for employees employed for summer food service.

12. Seniority and Step Advancement - Seniority and step advancement cannot be gained while working in summer food service.

Entire Agreement.
This MOU constitutes the entire agreement between the parties relating to the subject matter described in this document. No party has relied on any statements or promises that are not set forth in this document. The MOU controls to the extent that is in conflict with the Master Agreement. No changes in this MOU are valid unless they are in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have entered into this MOU on the dates shown below: Summer food service employment starts on June 09, 2025 and ends on August 29, 2025.

Signature: _____Date:_____
Employee

Signature: _____Date:_____
Dr. Renee Corneille, Superintendent

Signature: _____Date:_____
Dr. Tim Anderson, HR & Operations Director

Signature: _____Date:_____
Ben Phillip, School Board Chair

Signature: _____Date:_____
Laurel Hood, School Board Clerk

Memorandum

To: ISD 282 School Board

From: Dr. Tim Anderson (Executive Director of HR and Operations), Renee Corneille (Superintendent), and Beth Rehfuss (SAVEA President)

Date: May 6, 2025

Subject: Update on Effective Instruction Implementation

Dear School Board Members,

This memo provides an update on the progress of the Effective Instruction (EI) initiative, including the collaborative work between district administration and the teachers' union to address implementation concerns and refine the timeline.

History of Effective Instruction

The journey towards Effective Instruction began in 2013 with the adoption of more rigorous state reading standards. However, this shift led to stagnation and decline in our district's test scores. In response, Superintendent Bob Laney initiated strategic planning in 2014, engaging over 700 community members, staff, families, and students to define the vision for SANB Schools. This extensive engagement led to our district's mission and vision, centered on educating, preparing, and inspiring lifelong learners, and committing to the success of all learners.

A Comprehensive Needs Assessment (CNA) in 2016-2017 revealed disparities in student learning and achievement and evidence of surface-level, non-rigorous instruction. In 2018-2019, Superintendent Corneille formed the District Teaching and Learning Committee, comprising school board members, union leadership, teacher leaders, and administrators. A district-wide survey further defined student success as acquiring academic and life skills, demonstrating a love of learning, meeting social-emotional needs, and becoming thriving citizens.

From 2019 to 2020, the committee defined effective instruction as instruction grounded in rigor, relevance, and relationships. The Teaching and Learning Department was subsequently created to operationalize this definition, collaborating with Education Reform Enterprises (ERE) to develop the Framework for Effective

Instruction. This framework outlines the mindsets, instructional goals, and specific knowledge and skills expected of our educators, along with learning progressions to enhance student success. The School Board also approved Success Metrics, articulating the broad skills and knowledge all students should possess upon graduation.

The 2022-2023 school year saw the drafting of a professional development plan to support the implementation of Effective Instruction. A follow-up CNA in 2023 reiterated the prevalence of disparities and the decline in student achievement. In 2023-2024, building leaders and district administration developed student-level goals aligned with the Success Metrics. Teachers, in collaboration with their departments, began implementing the Effective Instruction Framework.

Board Directives and Implementation

In December 2022 and January 2023, the School Board directed the administration to implement Effective Instruction in all classrooms, with teachers expected to be "proficient" by the fall of 2025.

The district has been providing professional development in Effective Instruction since the spring of 2020. The Board has also allocated funds to support teachers through two levels of coaching - Effective Instruction and World Savvy.. The district has been aware of the significant effort required for this change, engaging in discussions about implementation for three years prior to setting the implementation deadline, which came two years after the Board's initial directive.

Collaborative Problem-Solving Process

Recognizing the concerns raised by the teachers' union regarding the feasibility of the initial timeline, the district and the union have engaged in a collaborative problem-solving process, facilitated by qualified neutrals. This process, outlined in the Memorandum of Understanding (MOU) approved on February 18, 2025, aims to develop a mutually agreeable plan for the implementation of Effective Instruction. This collaborative approach allowed the creation of a strong working relationship between the district and the union, demonstrating a shared commitment to the success of our students and a belief in the importance of Effective Instruction. The union has consistently expressed its commitment to implementing effective instruction, recognizing its necessity for student success.

Key outcomes from the collaborative sessions, particularly the session on March 18, 2025, and April 15th, include:

Consistency:

- Instructional Maps are to adhere strictly to the EI template. Unit Planners are to adhere strictly to the EI template. The format of these documents will be reviewed at the conclusion of the 2025-2026 academic year. The coaching cycle will incorporate both coach-gathered data and teacher feedback. Weekly Plans are flexible in format. All planning documents, as they are created, must be uploaded to the current EI folders, organized by assigned sites, grade levels, or content areas. This repository will function as a Shared Drive rather than individual Shared Folders.

Coaching:

- For the 2025-2026 school year, each educator is required to participate in a minimum of four mandatory coaching rotations, facilitated by Educational Instruction (EI) coordinators (coaches), with one rotation per quarter.
- A coaching schedule will be developed for the academic year. Principals will disseminate coaching schedules via weekly email communications, indicating which team or department is participating in the cycle for each given week. Subsequently, the EI coach will provide specific details. Educators will communicate with EI coaches to confirm and attend scheduled sessions.
- Coaching sessions may be conducted on an individual or group basis. Additional sessions may be scheduled upon educator request or administrative recommendation.
- The procedure for teacher-requested sessions will be established. The procedure for administratively requested sessions will be implemented, and its effectiveness will be evaluated during the 2025-2026 school year. For educators who are non-continuing contract, administrative-required sessions may be scheduled based on observation data. These sessions may include the EI coach and an administrator.

Units:

- Defined unit requirements for new and returning teachers in 2025-2026 and 2026-2027.
- Agreement that all new curriculum/units will use the Effective Instruction format.
- Agreement that all planning documents will be uploaded into the designated Effective Instruction folders.

Proficiency Alignment:

- Ensuring proficiency definition alignment for 2025-26, with input from Instructional Leadership Teams and the Administrative Team.
- Commitment to quarterly check-ins on proficiency.
- Commitment to mid-year and end-of-year review of Effective Instruction implementation structure with district and union leadership.

Evaluation Process and Feedback Mechanisms.

- Group agrees that the goal will be to ensure an asset-based coaching methodology
- Union is seeking that the district provide teachers with a post-July 1 reflection that acknowledges the implementation challenges of the past year.
- Group agrees that a more formal collaboration between EI and World Savvy is essential if both coaching models are to be provided as support for teachers.
- The formation of a work group or task force to develop an evaluation tool is advised.

Ongoing and Future Efforts

Our ongoing efforts are focused on:

- Further co-created refining of coaching procedures.
- Create an iterative process to review the effectiveness of the Effective Instruction implementation structure.
- Ongoing check-ins regarding clear and consistent communication.
- Reviewing the unit plan and instructional map forms to minimize redundancy.
- Clarifying Effective Instruction expectations for non-classroom teachers.
- Increasing access to content and grade-level-specific examples of Effective Instruction-proficient work for all teachers.

The district and the union are committed to maintaining this collaborative approach to ensure the successful implementation of Effective Instruction, which will ultimately benefit our students, educators, and the entire school community. Executive Director Anderson and President Rehfuss will continue to provide regular updates to the Board as we move forward.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Communications Report

May 6, 2025

Wendy Webster, Director of Community Services & Communications

Jada Richard, Communications Specialist

Communications Report

- Primary Communications Channels Data
- Telling the SANB story
- Relationship Building
- Staff Survey
- Goals for 25-26SY

Communications Platform Performance

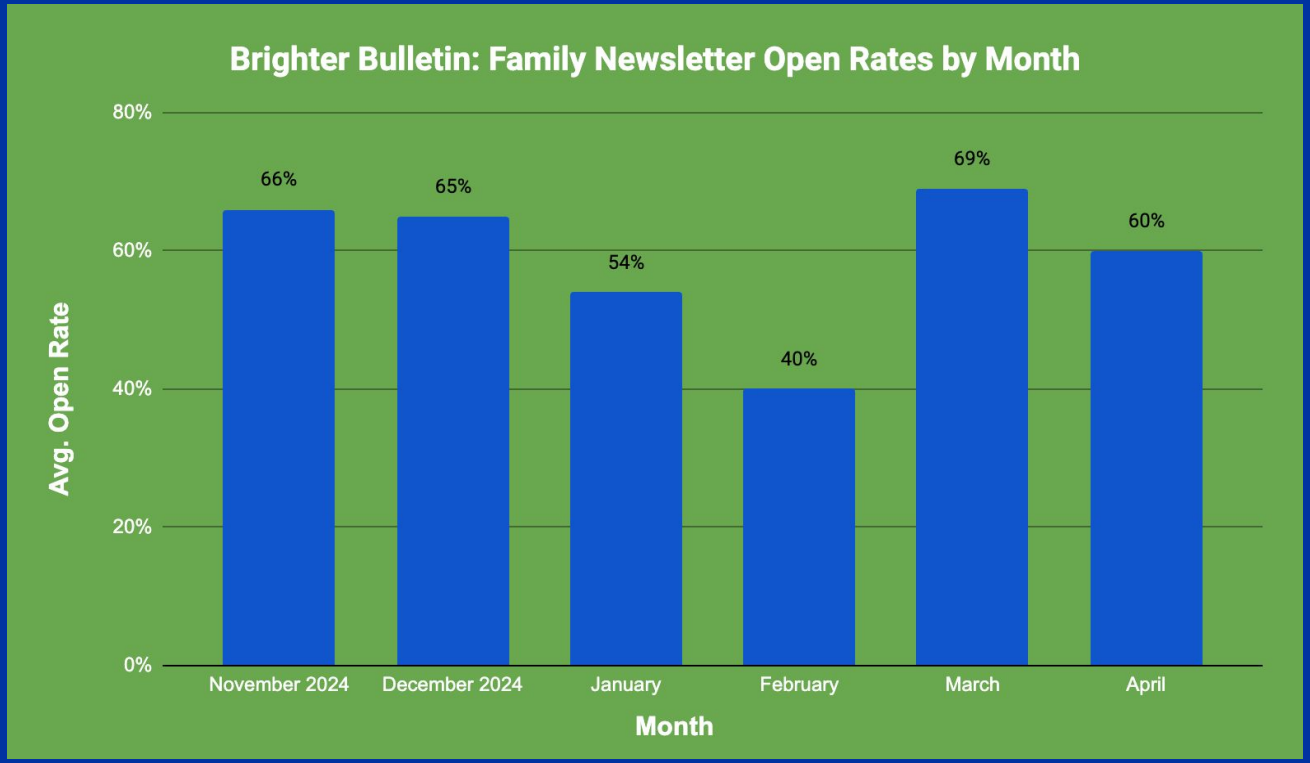
Parent Square Data

We continue to see **strong engagement** with our primary communication platforms

- **Brighter Bulletin** – *bi-weekly e-newsletter sent to all families*
- **Know. Do. Share.** – *weekly internal e- newsletter sent to all staff*
- **Monday Message** – *School Board meeting reminders sent to all staff and families*
- **Facebook** – *regular storytelling on social media*

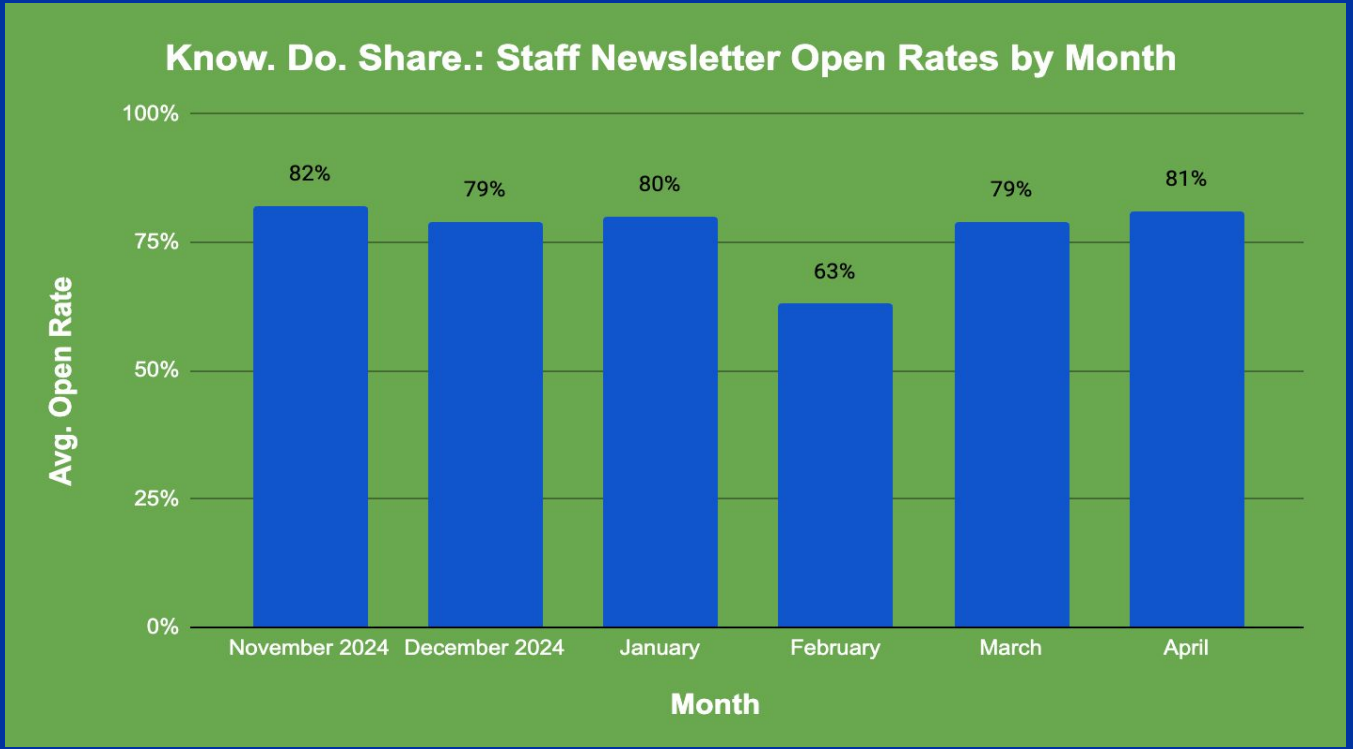
Brighter Bulletin

Nov. 2024 - April 2025 *(Parent Square)*



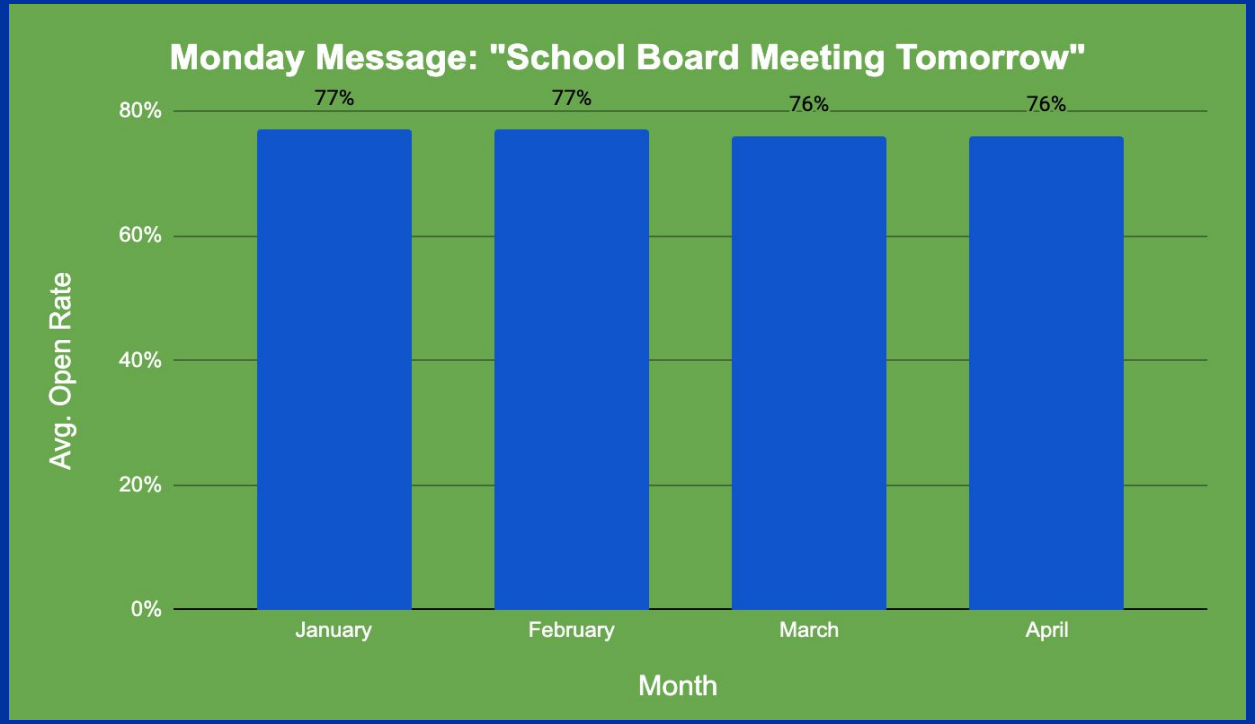
Know. Do. Share.

Nov. 2024 - April 2025 *(Parent Square)*



School Board Meeting Tomorrow Message

Jan. - April 2025 *(Parent Square)*



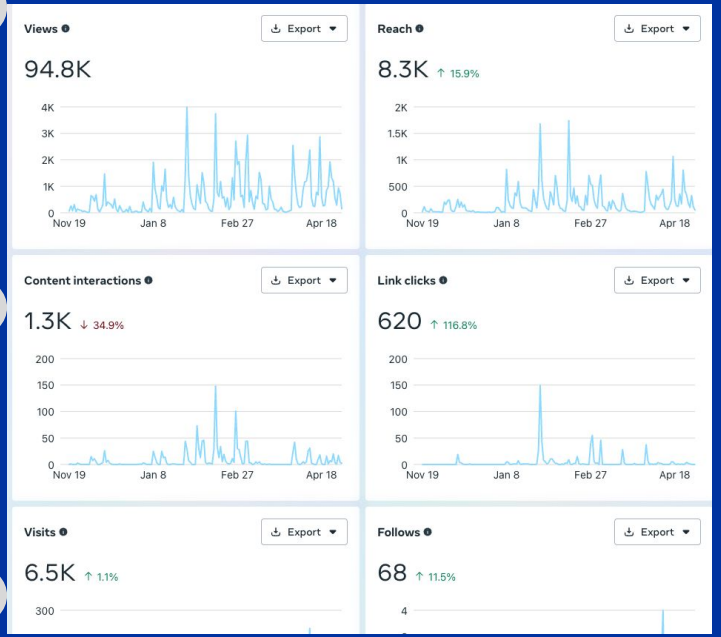
Facebook

Nov. 2024 - Apr. 2025

💡 KEY TAKEAWAY

⬇️ Less interaction

⬆️ More content seen



Screenshot of Facebook Insights Dashboard

Telling the SANB Story

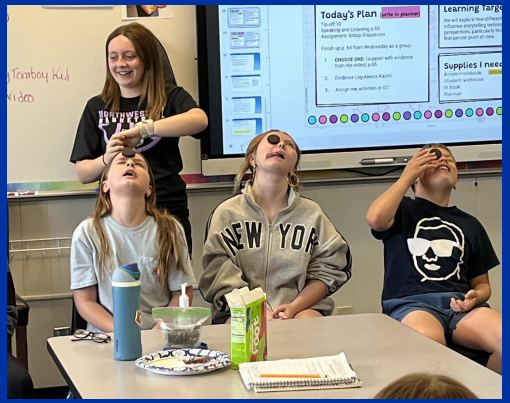
Storytelling connects, inspires, and builds trust.

- It **brings our mission to life** by celebrating the people, passion, and purpose behind our schools
- In every story, we show not just *what* we do, but ***why* it matters**.

Storytelling: Successes













Storytelling: Opportunities

- More Videos/Reels
- More Interviews
- More Student-Centered Stories
- Grad Stories
- EI Think Tank
- School Finance
- School Board 101



RESEARCH: *Always Seeking to Improve*

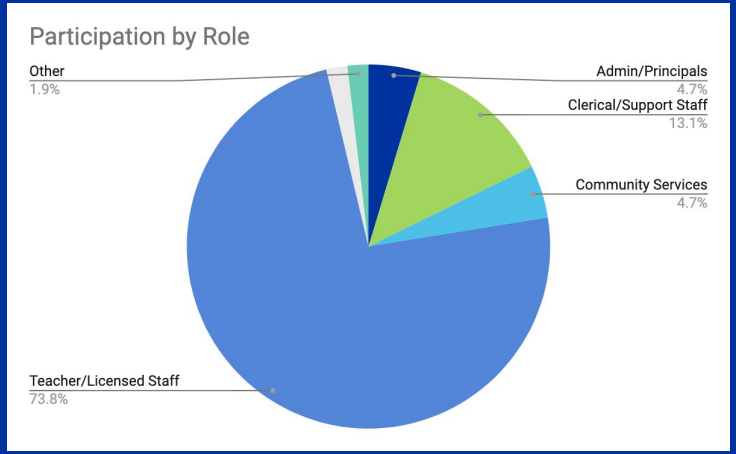
Enhancing Communications for our Stakeholders

- **INTERNAL COMMUNICATIONS** - Builds trust, alignment, and morale by keeping staff informed, valued, and connected to our shared goals
- **EXTERNAL COMMUNICATIONS** - Builds community confidence and support through transparency, celebration of success, and clear explanations of “why” behind district decisions

Staff Survey

WHO – Open to All SANB Staff

- 107 Participants (42% of staff)



WHEN - Open from March 7-23

WHY - gather insights from staff on how well internal communication and engagement efforts are working in the district

Staff Survey

WHAT WE ASKED

Communication Effectiveness

- Best communication channels
- What additional information they need

Work Experience

- Workplace culture
- Clarity of expectations
- Engagement/Support within role

WHAT WE LEARNED

Communication Effectiveness

- 73% - good/moderate ✅
- 27% - needs improvement ❌

Information Sources

- KDS staff newsletter
- Direct comms from principal or supervisor

Work Experience

- Engagement ❌
- Building/Program Culture ✅
- Expectations 🟡

Staff Survey

NEXT STEPS

Digging Deeper

- Internal structured conversations to listen and learn to build trust

Focus Work

- Workplace culture and specific support for staff

OPPORTUNITIES

Internal Communication & Trust Building

- Facilitate structured conversations across sites
- Foster an open, responsive culture

Narrative Development

- Tell stories that highlight staff and student impact
- Promote transparency and inclusion

Workplace Culture

- Address clarity of expectations and staff support
- Use insights to develop specific recommendations

2025-2026 Communication Planning

Enhancing Communications for our Stakeholders

- Create comprehensive **Strategic Communications & Engagement Plan**
- **Enhance/Grow Social Media Presence**
  - *Grow SAVHS Facebook Page to mirror SANB Facebook Page*
- **Conduct 2026 Communications Effectiveness Survey** for staff and families
- **Stories, Stories, Stories!** - enhance systems to gather student, parent, staff and resident stories

Why it All Matters

Every email, post, and story is an opportunity to build trust, deepen connection, and show our community that SANB listens, values, and delivers.



QUESTIONS



St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Orig. 1995
Rev. May ~~October~~, 2025~~4~~2023
Mandatory - Annual

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, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 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 sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional

employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another.

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 imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

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

I.

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 Technology 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' 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 rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

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

C. School district discipline procedures will follow state statute.

D. Unscheduled Student Removal From Class

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]

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 nonexclusionary disciplinary policies and procedures before dismissal proceedings 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.

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. preschool or prekindergarten program, including an early childhood family education~~, school readiness, school readiness plus~~, 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 n~~N~~onexclusionary 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 student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

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 (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.

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 Minn. Stat. § 123A.05 selected to allow the student 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, seek an alternative to suspension.

    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 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 Minnesota Statutes, chapter 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, Minn. Stat. §§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, Minn. Stat. §§ 121A.40-121A.56; describe the non exclusionary discipline 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 shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) 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 Minn. Stat. § 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 Minn. Stat. § 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 and require 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 <u>not</u> 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 <u>is</u> 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 (Minn. Stat. § 124D.03) or Enrollment in Nonresident

District (Minn. Stat. § 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 for Minnesota Students)Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment 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.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students with Disabilities)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
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 Nonschool-Sponsored

Materials on School Premises by Students and Employees)
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)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

NOTICE OF SUSPENSION

(Date)

(Name of Parent or Guardian)
(Address)
(City, State, Zip)

Dear (Parent or Guardian)

(Name of Student) has been suspended from (name of school) for (number of days) commencing on (date).

The grounds for suspension are:

Briefly, the facts that have been determined are:

The testimony received was:

An administrative conference to determine the above was conducted before

_____, at _____ on _____
(Name of Administrator) (Time) (Date)

pursuant to Minn. Stat. §§ 121A.40-121A.56, a copy of which is enclosed.

The plan of readmission is:

Alternative educational services in the form of homework will be available to be picked up at the school after [date].

While suspended, the student may not come on any school campus except with you for the purpose of discussing conduct.

If you have any questions, please call.

Sincerely,

_____
Administrator

Enc: Minn. Stat. §§ 121A.40-121A.56

Revised 2023
May 2025
Mandatory

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. § 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes Chapter. 13, and Minnesota. Rules Parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school

district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. **Under federal law,** "d~~D~~irectory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes~~, but is not limited to,~~ the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

   a. ~~1.~~ a student's social security number;

   b. ~~2.~~ a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

   c. ~~3.~~ a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

   d. ~~4.~~ personally identifiable data which references religion, race, color, social position, or nationality; or

   e. ~~c. 5.~~ data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

2. **Under Minnesota law**, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

Minnesota law prohibits schools from designating student contact information as "directory information" despite the FERPA definition. Minnesota schools should comply with Minnesota law and should not include student contact information in their definition of "directory information."

This June 2024 revision to the "directory information" section seeks to clarify the law; no substantive change is presented in this revision.]

[NOTE: A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality. Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board who must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]

[NOTE: The 2024 Minnesota legislature enacted Minnesota Statutes, section 480.40, which includes a law limiting disclosure of personal information concerning "judicial officials." The new law includes a definition of "judicial official" that school districts can review. "Personal information" about a judicial official includes "the name of any child" and the name of any school that such a child attends if combined with an assertion that the child attends the school. School districts may not "knowingly publicly post, display, publish, sell, or otherwise make available on the Internet the personal information of any judicial official," including in response to requests for directory information.]

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the

school district or by a party acting for the school district.

2. What does not constitute education records. The term "education records" does not include:

a. Records of instructional personnel that are:

(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.¶

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. ~~G.~~ Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. ~~H.~~ Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom

instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. ~~I.~~ Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. ~~J.~~ Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. ~~K.~~ Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. ~~L.~~ Responsible Authority

"Responsible authority" means ~~*The*~~ *Superintendent, Renee Corneille* ~~*[designate title and actual name of individual]*~~.

N. ~~M.~~ Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. ~~N.~~ School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

~~*[Note: School districts may wish to reference police liaison officers in the definition of a "school official." Depending on the circumstances of the relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered "school officials" only when performing duties as a police liaison officer and that they are trained as to their obligations pursuant to this policy. Consultation with the school district's legal counsel is recommended.]*~~¶

P~~O~~. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q~~P~~. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the

regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. § 99.31(a).

C. Students with a Disability

The school district shall follow 34 C.F.R. §§ 300.610-300.617 with regard to the privacy, notice, access, record keeping and accuracy of information related to

students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

   b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

a. in plain language;

b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes Chapter 256B or Minnesota Care under Minnesota Statutes Chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the

outside party:

a. performs an institutional service or function for which the school district would otherwise use employees;

b. is under the direct control of the school district with respect to the use and maintenance of education records; and

c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 U.S.C. § 7917, *[Policy 529]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota. Statutes section 260B.171, unless the data are required to be destroyed under Minnesota Statutes section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

a. determine eligibility for the aid;

b. determine the amount of the aid;

c. determine conditions for the aid; or

d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the

Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section~~U.S.C. §~~ 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the

safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

    b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or

look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the

student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 U.S.C. § 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized

by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.¶

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data ~~Classification~~

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.

3. When requested, the school district must share personal contact information and

directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes

~~Directory information is public except as provided herein.~~

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. ~~Prior to such disclosure the school district shall:¶~~

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

    a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information

    b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; an

    c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

~~Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:¶~~

~~a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;~~

~~b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and~~

~~c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.~~

[Note: Federal law allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is advisable to add a new paragraph VII.C.1.d. that specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and identify those parties and/or purposes. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]

3~~2~~. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4~~3~~. A parent or eligible student may not opt out of the directory information disclosures to:

a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5~~4~~. The school district shall not disclose or confirm directory information

without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

    a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

    b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

    c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

    d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

    e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes Chapter 260E , written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes Chapter 260E .

Regardless of whether a written report is made under Minnesota Statutes Chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes

public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the

request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

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

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority, the Senior High School Principal, Norman Bell *[designate title of individual, i.e., building principal]* in writing by *Oct. 1* each year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the

school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section ~~U.S.C. §~~ 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.
   [Note: 42 U.S.C. § 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section ~~C.F.R. §~~ 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in, section ~~§~~ 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations ~~C.F.R.~~ § 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom

education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. United States Code, section ~~U.S.C. §~~ 2332b(g)(5)(B) or an act of domestic or international terrorism.

~~***[Note: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]***~~¶

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves

from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

    a. the cost of materials, including paper, used to provide the copies;

    b. the cost of the labor required to prepare the copies;

    c. any schedule of standard copying charges established by the school district in its normal course of operations;

    d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and

    e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would

effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision

of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes Chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access

to data or other data practices problems.

B. Data practices compliance official means Superintendent, Renee Corneille ~~*[designate title and actual name of individual].*~~

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of

personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 480.40 (Personal Information, Dissemination)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)

Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References:

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Orig. 1995
Rev. 2006
Rev. 2014
Rev. 2025
Mandatory

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum and assessment parameters for the school district that ensure the integration of the ~~encompass the~~ Minnesota Graduation Standards and ~~the~~ federal ~~No Child Left Behind~~ mandates to provide a range of rigorous opportunities that prepare students with the knowledge and skills to meet the success metrics of a high performing learning profile. ~~Act and are aligned with creating the world's best workforce.~~

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish a high performing learner profile for each student ~~the "world's best workforce" in~~ that encompasses foundational to progressively rigorous knowledge and skills defined by academic and civic preparation standards and directed through effective curriculum implementation ~~which all learning in the school district should be directed and~~ for which all students, educators, and schools ~~school district learners~~ should be held accountable.

III. DEFINITIONS

A. "Academic standard" means a summary description of the knowledge, skills, and contexts in which students apply their learning in a required content area or elective content area.

B. “Benchmarks” means the specific representation of the nuanced knowledge ~~or~~ and skills that demonstrate progression towards and beyond ~~a student must master to complete part of an~~ academic standards typically indicating ~~by the end of the~~ grade level or grade band alignment.

C. “Curriculum” means district or school adopted programs, resources, scopes of teaching and learning, and written plans that ~~for providing~~ provide students with a range of experiential opportunities that lead to the establishment of high performance learner profiles indicated by expanded knowledge, career, college and civic readiness skills which transfer to cross-contextual application. ~~learning experiences that lead to expected knowledge, skills, and career and college readiness.~~

D. “Instruction” means the pedagogies of planned facilitation of ~~methods of providing~~ experiential learning to be applied according to ~~experiences that enable students to meet~~ state ~~and district~~ academic standards, ~~and~~ graduation requirements and diverse real-world contexts~~.~~

E. “Cultural relevance” means considering and respecting diverse backgrounds while engaging equitable systems that encourage cross contextual integration for real world application.

F.“Experiential learning” means engaging students in practical experiences in all course work that is standards aligned, maintains rigor, is relevant to student learning, and inclusive of background and personal interest that facilitates readiness and civic participation.

G. “Performance measures” are the ~~are the are measures~~ metrics of progress according to the district’s comprehensive assessment system aligned to meet standards through a range of approaches across diverse content ~~to determine school district and school site progress~~ in striving to develop high performing learner profiles ~~create the world’s best workforce and~~ that must include at least the following:

1. student performance on the National Association of Education Progress;

2. A comprehensive set of skills applied in a range of contexts for thinking, communicating, agency and learning, collaboration, and civic participation. ~~the size of the academic achievement gap by student subgroup;~~

3. student performance on the Minnesota Comprehensive Assessments;

4. high school graduation rates; and

5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

~~F. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.~~

F. "High performing learner profile" describes students who have acquired a range of standards aligned knowledge and skills. Students are empowered to excel in interdisciplinary application and transfer across diverse audiences, contexts, conditions and dynamics.

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve ~~teaching and learning~~ instructional effectiveness that is aligned with creating a district that produces ~~the world's best workforce~~ high performing learners and includes the following:

1. clearly defined school district, school site goals, and benchmarks for instruction and student achievement for all ~~nine~~ student categories identified under the federal mandate~~2001 No Child Left Behind Act~~ and Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b) 2 ~~and two student gender categories of male and female;~~

2. a process for determining and assessing ~~and evaluating~~ each student's progress toward meeting proficiency of state and local academic standards and evaluating effective~~evaluating identifying the strengths and weaknesses of effective~~ instruction in pursuit of educator, student, and school success ~~and~~ in curriculum implementation that affect~~sing~~ students' progress and growth toward career and college readiness ~~and leading to the world's best workforce;~~

3. a system to regularly ~~periodically~~ study ~~review~~ and evaluate the implementation, integrity, and effectiveness of all instruction and curriculum, taking into account pedagogy, ~~strategies~~ best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

4. systems ~~strategies~~ for improving instruction, curriculum, and student achievement;

5. ~~education effectiveness~~ instructional practices that ~~integrate~~ reflect the effective ~~high-quality instruction~~, rigorous, standards based integration of curriculum and ~~,~~ technology ~~, and~~

6. a collaborative professional culture that builds the capacity of teachers, develops and supports teacher ~~quality,~~ performance, and facilitates effectiveness~~; and;~~

7. ~~6~~. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate proficiency in standards based ~~essential~~ skills to effectively participate in lifelong learning.* These skills include the following:

a. reading, writing, speaking, listening, and viewing in the English language;

b. mathematical and scientific concepts;

c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

d. creative and critical thinking, decision making, and study skills;

e. work readiness skills;

f. global and cultural understanding that values multiple perspectives.

2. Each student will have the opportunities~~y,~~ ~~and will~~ be expected to develop, and apply essential knowledge that enables that students to:

a. live as a responsible, productive citizen and contributing community member~~consumer~~ within local, state, national, and global political, social, and economic systems;

b. bring and integrate multiple ~~many~~ perspectives, including historical, to contemporary issues;

c. develop an appreciation and respect for democratic institutions;

d. communicate and relate effectively in languages and with cultures other than the student's own;

e. practice stewardship of the land, natural resources, and environment;

f. use a variety of tools and technology integration to gather and use information, enhance learning, solve problems, and increase human productivity.

3. Educators ~~Students~~ will create ~~have the~~ opportunities~~y~~ for students to enact personal interests using ~~develop~~ creativity to express ideas ~~and self-expression~~ through visual and verbal images, music, literature, world languages, movement, and the performing arts.

4. ~~School~~ Research based instructional practices and curriculum implementation ~~instruction~~ will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:

a. establishing and achieving personal and career goals;

b. adapting to change;

c. leading a healthy and fulfilling life, both physically and mentally;

d. living a life that will contribute to the well-being of society;

e. becoming a self-directed learner;

f. exercising ethical behavior.

5. Students will experience ~~be given the~~ opportunities~~y~~ that support them in building the ~~to acquire~~ human relations skills necessary to:

a. appreciate, understand, and value ~~accept~~ human diversity and interdependence;

b. address human problems through team effort;

c. resolve conflicts with and among others;

d. function constructively within a family unit;

e. promote a multicultural, gender-fair, disability-sensitive society.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
20 U.S.C. § 5801, et seq. (National Education Goals 2000)
20 U.S.C. § 6301, et seq. (No Child Left Behind Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement

"Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

Appendix: A: SANB Success Metrics

Success Metrics

What success looks like at St. Anthony-New Brighton Schools

St. Anthony-New Brighton defines success as a student who has acquired both the *academic skills* and *life skills* to *positively contribute* to *society*. They have a *love for learning* and are able to meet the *social-emotional needs* of themselves and others. A successful student becomes a *thriving citizen*.

Student Wellness	Academic Skills & Love of Learning	Positive Contributor & Thriving Citizen
Students holistically develop an adaptive skill-set that includes empathy, self-advocacy, teamwork, communication, inclusion and interpersonal abilities, and coping skills to thrive in a constantly changing world. Students are equipped to navigate demands and opportunities they encounter, enabling them to enjoy meaningful, productive, healthy lives.	Students think critically and apply their acquired knowledge and skills to solve problems. Even when confronted with challenges, students have the capacity, motivation, and persistence to acquire new knowledge and skills, creatively seek out solutions, and confidently take action.	Students understand their brilliance as well as their rights and responsibilities as an individual, and as a member of society. Students can reflect on the needs of a diverse community, activating their resourcefulness, intellect, and skills to positively and authentically contribute to and serve their community.



Scan the QR code to learn how we nurture the brilliance of every child.

St. Anthony New Brighton will provide an inclusive educational environment so each student knows they belong; this will provide students the support they need to be successful.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Orig. 1995
Rev. 2024
Rev. 2025
Mandatory

603 CURRICULUM DEVELOPMENT

{Note: Minn. Stat. § 120B.ll requires school districts to adopt certain policies and procedures regarding the review of curriculum, instruction, and student achievement. Model Policies 601, 603, and 616 address these policy requirements. In addition, Model Policies 613-615 and 617- 620 provide procedures to further implement the requirements of Minn. Stat. § 120B.ll.}

I. PURPOSE

The purpose of this policy is to provide direction and guidance for ~~continuous~~ review, implementation, and improvement related to planning for effective instruction to implement district curriculum, through the evaluation of the instructional impact across ~~of the~~ school ~~curriculum.~~ sites and district performance levels.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the district's programmatic goals and objectives through the adoption of high quality instructional materials (HQIM), promotion of teacher effectiveness, and acceleration of student performance. ~~of the education program of the school district.~~

III. RESPONSIBILITY

A. The superintendent shall be responsible for directing a comprehensive assessment process to determine ~~curriculum development and for determining the most effective way of conducting research on~~ the school district's curriculum needs and establishing a long range curriculum implementation plan ~~development program~~. The timelines for studies and review of each curricular area will be determined by the superintendent. ~~Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.~~

IV. DISTRICT ADVISORY COMMITTEE

~~B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include parent, teacher, support staff, student, community residents, and administration representation.~~

A. The school board must establish an advisory committee to ensure active community participation in all phases of planning, adoption, and improving curriculum and instruction that reflect state and district academic standards.

B. The District Advisory Committee to the extent possible must reflect the diversity of the district and its school sites, including teachers, support staff, students, and provide translation, when necessary.

C. The District Advisory Committee must accelerate the academic achievement and native literacy of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.

D. The school district may establish site teams as subcommittees of the District Advisory Committee.

E. The District Advisory Committee must recommend to the school board

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a; 120B.022, subdivisions 1a and 1b; and 120B.35;

2. district assessments;

3. means to improve students' equitable access to effective and more diverse teachers;

4. strategies to ensure the curriculum is rigorous, accurate, culturally responsive, and reflects the diversity of the student population;

5. strategies to ensure that curriculum, learning, and classroom environments validate, affirm, embrace, and integrate the culture and community strengths of all students; and

6. program evaluations.

F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team of teachers and administrators to study and implement effective practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must ~~may~~ collaborate with other site teams and district administrators to provide feedback on the instruction and curriculum improvement plan that aligns curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

A. ~~C.~~ Within the ongoing process of curriculum development, the following needs shall be addressed:

I. Provide for articulation of courses of study from kindergarten through grade twelve.

2. Identify minimum objectives for each course and at each elementary grade level.

3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.

4. Provide a program for ongoing monitoring of student progress.

5. Provide for specific, particular, and special needs of all members of the student community.

6. Integrate required and elective course standards in the scope and sequence of the district curriculum.

7. Meet all requirements of the Minnesota Department of Education and federal mandates ~~and the No Child Left Behind Act~~.

B~~D~~. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.

CE. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References:

Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3 Read Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
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:
MSBAIMASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBAIMASA Model Policy 613 (Graduation Requirements)
MSBAIMASA Model Policy 614 (School District Testing Plan and Procedure)
MSBAIMASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBAIMASA Model Policy 616 (School District System Accountability)
MSBAIMASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBAIMASA Model Policy 619 (Staff Development for Standards)
MSBAIMASA Model Policy 620 (Credit for Learning)
MSBAIMASA Model Policy 623 (Mandatory Summer School Instruction)

Orig. 1998 Rev. 2015, 2017
Adopted March 7, 2017
Revised May, 2025
Mandatory

620 CREDIT FOR LEARNING

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other accelerated or experiential learning~~advanced enrichment~~ programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades that encompass student's performance profiles ~~students~~ completed in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).

B. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction synchronously or asynchronously.

~~C. "Commissioner" means the Commissioner of MDE.~~

C. “Concurrent enrollment” means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning to provide access to multiple forms of instruction, ~~and~~ includinges ~~s~~ blended and online learning.

E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

G. “Online learning” is a form of digital learning delivered by an approved online learning provider.

H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

I. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school will be used to compute grade point average (GPA).

a. A 12th grade student must earn at least 23 credits at St. Anthony Village High School to be eligible for academic honors, Valedictorian, Salutatorian, or Top 10.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

b. Commensurate credits and grades awarded from an accredited 620-3 nonpublic school or public school in another state will be used to compute grade point average (GPA).

i. A 12th grade student must earn at least 23 credits at St. Anthony Village High School to be eligible for academic honors, Valedictorian, Salutatorian, or Top 10.

c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students may be asked to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also

may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement. Finally, students may be required to take a placement test to assist in determining appropriate credit.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.

3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student

6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

VI. CREDIT FROM ONLINE LEARNING COURSES

A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.

C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VII. ADVANCED ACADEMIC CREDIT

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

A. For the 2024-2025 school year: All courses, for 9th and 10th-grade students, including PSEO, CIS, AP, CTE, and general courses, will carry the same weight moving forward.

For 11th and 12th-grade students: These students will be grandfathered into the existing policy, where CIS and AP courses are weighted higher than other courses.

B. For the 2025-2026 school year: All courses, for 9th, 10th, and 11th-grade students, including PSEO, CIS, AP, CTE, and general courses, will carry the same weight moving forward.

For 12th grade students: These students will be grandfathered into the existing policy, where CIS and AP courses are weighted higher than other courses.

C. For the 2026-2027 school year: the district does not offer weighted grades.

IX~~VIII~~. PROCESS FOR AWARDING CREDIT

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX~~VIII~~.D. below.

D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for 620-7 Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Learning Options)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Revised: 2011
Revised: April 2025
Recommended/Local

901 COMMUNITY EDUCATION

I. ~~I.~~ PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. ~~II.~~ GENERAL STATEMENT OF POLICY

The school board~~St. Anthony-New Brighton School Board~~ affirms a strong commitment to the community education~~Community Services~~ program. ~~that promotes the board's mission of an educational environment composed of lifelong learning and citizen involvement.~~ The school board~~School Board~~ welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration ~~and/or Community Services~~ should strive to accomplish the following objectives:

A. Maximum use should be made of public school facilities within the school district service area.

B. Educational needs and interest of area residents should be determined periodically.

C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community educationCommunity Services program.

D. Area residents should be encouraged to actively participate in program opportunities.

~~C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community educationCommunity Services program.¶~~

~~A.~~

~~B. D. Educational needs and interest of area residents should be determined periodically.¶~~

¶

~~C. Area residents should be encouraged to actively participate in program opportunities.¶~~

~~III. D Maximum use should be made of public school facilities within the school district service area.¶~~

¶

~~III.~~ COMMUNITY EDUCATION ADVISORY COUNCIL

A. ~~A.~~ The council~~Advisory Council~~ shall assist in promoting the goals and objectives of the program.

B. ~~B.~~ The membership of the community education advisory council ~~Community Services Advisory Council~~ will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community educationCommunity Services program in the school district.

C. Bylaws of the community education advisory council ~~Community Services Advisory Council~~ shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

D. The council ~~The Community Services Advisory Council~~ will adopt a policy to reduce and eliminate program duplication within the school district.

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites;Uses for School and Nonschool Purposes; Closings ~~Access for Noncurricular Purposes~~)
Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)
Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment

Memorandum

To: St. Anthony-New Brighton School Board

From: Superintendent Corneille and Executive Director Fagerland

Date: May 6, 2025

Subject: Budget Reductions for the 2025-2026 School Year

Objective: Implement a $300,000 reduction in the 2025-26 school district budget. This adjustment reflects a decrease from the initial $350,000 target, attributed to previously scheduled reductions in contracted services with World Savvy.

Board Directive: In accordance with the board's directive, Executive Director Fagerland and Superintendent Corneille are tasked with implementing a budget reduction of $300,000 for the district, a revision from the initial requirement of $350,000. This directive stipulates that such reductions must not adversely affect direct student services. To date, Fagerland and Corneille have confined proposed reductions to Components 3 and 4 of the budget. Detailed information regarding the ISD282 budget model is available in Appendix A. Program areas identified by Fagerland and Corneille as potentially eligible for reduction in the 2025-2026 school year were presented for review at the April 1 and April 15 School Board meetings, as documented in Appendix B. The following reductions are now submitted to the school board for formal approval, which would become effective upon the board's action on the 2025-2026 fiscal year budget before June 30, 2025.

Recommended Reductions/Additions: District administration is recommending the following reductions and additions to balance the budget. **Total Reduction: $300,000**

Effective Instruction (District Administration)	$175,000	Component 4
Reduce Superintendent Executive Assistant	$40,000	Component 4
Technology/Student Information Systems (SIS)	$22,500	Component 4
World Savvy (one time)	$52,700	Component 4
Athletics/Activities 5% **increase** in fees	$9,800	Component 3

Appendix A

Component 1: Building Staffing Allocations:

- This component represents the majority of school district funding. The first step in creating these allocations comes from the school board's approval of grade level budget enrollment targets. Building Staffing Allocations are then determined by district administration, and each building is required to operate within these allocations and established frameworks. This component funds 100% of the general education program (e.g., classroom teachers, principals). While the district determines the allocation and funding levels, principals are responsible for staff recruitment and placement. Alternative terms for the Building Staffing Allocations component include: Base and Tier 1 programming.

Component 2: Planned Program Staffing:

- Allocations within this component are program-specific. The district and program managers collaboratively determine the allocation type and staffing requirements for each program. These allocations support specialized educational programs (e.g., ADSIS, A&I). This staffing is supplemental to the general education program and cannot replace general education staffing as many of the funds are restricted. Alternative terms for the Planned Program Staffing component include: Tier 2, Tier 3, specialized, and specific programming.

Component 3: Ancillary Programs:

- Allocations in this component are designated for programs outside of the K-12 classroom setting. Staffing allocations for Ancillary Programs are determined based on prior Schedule C and current Schedule D criteria. These programs encompass student programs such as PSEO and CIS. Funding for these programs often involves a combination of fees and general fund cross-subsidies. Alternative terms for the Ancillary Program component include: Co-curricular and enrichment programs.

Component 4: District-Wide Services:

- These allocations are based on district infrastructure and staff support needs. This component encompasses both staffing and funding. These services support Required Building Staff, Planned Programs Staff, and Ancillary Programs. Alternative terms for District-Wide Services include: operations, support services, and contracts.

Appendix B

***Potential* General Fund Decreases:** At the April 1 and April 15 School Board meetings, District Administration shared potential reductions that would limit impact on direct student programming (nothing reduced in Components 1 and 2). The chart below highlighted potential reductions.

Program Area	Reduction	Component
District Office	$195,000	Component 4
World Savvy (one year)	$205,000*	Component 4
Know the Truth and School Based Mental Health	$49,500	Component 3
Increase Fees Athletics and Activities	$9,800	Component 3
Reduce Executive Assistant/ Add District Office Assistant	$40,000	Component 4
Reduce CESO SIS Hours	$22,500	Component 4
No increase in Supplies	$6,250	Component 4
TOTAL	**$528,050***	

* Originally World Savvy was listed at $264,000. In reality the proposed contract was scheduled to be at $205,000. The yellow highlights show these changes.

Appendix C

Assumptions: 2025-2026 Budget. Below are the assumptions initially presented to the school board - March 18 meeting and then reshared at each of the following school board meetings. These assumptions have stayed the same and will be used to develop the base to the 2025-2026 school year budget. If the board approves the recommended budget reductions above, those reducations will be added to these assumptions (see the section titled "reductions")

Revenues:

- **Student Enrollment**: We are projecting 1,898 students for the district's enrollment which includes 10 ECSE and 1,888 K-12. We are also projecting a negative adjustment of 58 ADM due to students participating in the Post Secondary Enrollment Options program. As a result, 1,840 ADM will be used for the 2025-26 budget.

Grade Level	Oct 1, 2024 Enrollment	2025-26 Enrollment Target	2025-26 Enrollment Budget
K-5	690	710	671
6-8	441	450	442
9-12	761	800	775
ECSE	11	_	10
PSEO Adj	-45	-58	-58
Total	**1,858**	**1,902**	**1,840**

- **General Education Basic Funding:** The basic general education formula is projected to increase by 2.74% from $7,281 to $7,480.50 per Adjusted Pupil Unit (APU). Pupil units are calculated using a weighting factor of 1.0 for kindergarten to grade 6 and 1.2 for grades 7-12. The estimated basic general education revenue for 2025-26 is **$15,278,172** ($7,480.50 x 2,042.40 APU).

- **Special Education Aid:** The total estimated special education and ADSIS aid is $3.78 million and approximately $1.01 million is for transportation. Special education transportation aid is estimated at 95% of the projected expense for special transportation. The reduction in special education aid reflects the potential 5% decrease proposed by the governor.

- **Operating Referendum Levy:** The operating referendum levy remains at $2,543.86 per APU. The estimated revenue from the operating referendum levy is **$5,743,810.**

- **Capital Projects Referendum Levy:** The approved capital projects referendum levy revenue for 2025-26 is **$1,031,760**. This revenue will be spent on technology and curriculum needs.

- **Professional Development:** The district will continue to set aside 2% of the basic general education state revenue for staff development. This amounts to approximately **$305,000** for 2025-26.

- **Achievement and Integration Program:** This is the 2nd year of the two-year A&I plan that was approved by MDE for 2024-26. A budget of **$303,000** was submitted to MDE.

- **Federal Grants:** The district will continue to receive ESEA (Title I, II, III and IV) and Federal Special Education Grants in 2025-26.

- **ADSIS:** The district submitted a new ADSIS plan and budget to MDE for approval. The estimated budget for 2025-26 is **$651,069** which includes an increase for instructional materials and an overall 1.60 teacher FTE increase (1 FTE at SAVHS and .60 FTE at SAMS).

- **Activity/Athletic Fees*:** The district will consider an additional **$5 per athletic/ activity fee** to help cover additional staffing hours needed for activity/athletic management.

- **Q Comp:** The district's Q comp aid and levy is estimated to be $479k. The state aid portion of this revenue is approximately $313k. The governor's proposal to eliminate the state aid for Q Comp could negatively impact the district's Q Comp program. We recommend saving $479k for FY27 Q Comp.

- **Compensatory/Basic Skills:** The district anticipates receiving $835k in compensatory and basic skills aid. The governor's proposed change to the funding formula for this aid could reduce our allocation beginning in FY27.

Expenditures:

- **Staffing:** Administration would like to increase staffing by 3.60 FTEs
  - Student Information Systems/MARS Coordinator - .50 FTE
  - SAVHS ADSIS Teacher – 1.0 FTE
  - SAMS ADSIS Teacher - .60 FTE
  - SAVHS EL Teacher - .50 FTE
  - Athletics and Activities
  - WP Special Ed Teacher – 1.0 FTE

- **Salaries:** Employee salaries will be budgeted to reflect the bargaining unit contracts that are settled. Salaries for open contracts will be budgeted based on the parameters set by the School Board.

- **Health Insurance:** The district's portion of health insurance premiums is expected to increase by 5% in 2025-26.

- **Purchased services:** purchased services contracts will be budgeted based on negotiated contracts and any open contracts will be budgeted to increase by 3%.

- **Utilities:** Utilities such as gas/fuel, electricity and water will be increased by 6% in the budget.

- **Supplies:** Supplies will be budgeted to increase by 2.5%.

*This is a new proposed revenue source

Reductions:

District administration is recommending the following reductions and additions to balance the budget. **Total Reduction: $300,000**

Effective Instruction (District Administration)	$175,000	Component 4
Reduce Superintendent Executive Assistant	$40,000	Component 4
Technology/Student Information Systems (SIS)	$22,500	Component 4
World Savvy (one time)	$52,700	Component 4
Athletics/Activities 5% **increase** in fees	$9,800	Component 3

St. Anthony-New Brighton ISD 282 FY2025-26 Proposed Budget Draft
Fund Balance Summary

St. Anthony - New Brighton ISD 282 FY2025-26 PROPOSED BUDGET DRAFT
1,840 ADM

	Nonspendable A	Assigned B	Committed C	Restricted D	Unassigned E	General Fund Total F (A+B+C+D+E)	Reserved Capital G	Transportation H
Estimated Revenues	-	1,278,569	-	2,206,346	23,133,790	26,618,705	2,764,698	1,782,950
Estimated Expenditures	-	1,369,320	-	2,215,902	23,130,767	26,715,989	2,886,352	1,821,608
Estimated Fund Balance 7/1/25	85,940	2,587,722	716,921	1,241,053	3,091,563	7,723,199	1,508,819	847,775
Estimated Fund Balance 6/30/26	85,940	2,496,971	716,921	1,231,496	3,094,587	7,625,915	1,387,165	809,118
Projected Surplus (Deficit)	-	(90,751)	-	(9,557)	3,023	(97,284)	(121,654)	(38,657)

EXPLANATION OF COLUMNS
Nonspendable = Amounts that cannot be spent due to form such as inventories and prepaid amounts.
Assigned = Money received that has a designation of how it is spent. Severance, vacation, sick, and OPEB, federal, integration
Committed = Amounts constrained for a specific purpose by the district using the highest level of decision making authority. Capital and technology and curriculum
Restricted = Available resources deidcated by statute for specific purposes. Staff Development, Gifted & Talented, Career & Tech, etc.
Unassigned = Money that has no specific designation on how it is spent.
Reserved Capital = Includes operating capital, LTFM, and capital projects levy. Referred to as Fund 05.
Transportation = Busing to bring children to and from school. Does not include most activities/athletic/field trip transportation. Referred to as Fund 03
Total General State Reporting Unappropriated = Column used to identify where we would be for SOD purposes
Food Service = All financial activities of our food service program. Fund 02
Community Services = All function related to our community services program. Fund 04
Debt Service = Records outstanding indebtedness. Fund 07
Trust = District acts as trustee, in our case used for scholarships. Fund 08
Agency = Formal agency agreements with other gov't units, employees, students. Examples are SANBE and Patriots. Fund 09
Internal Service = Self insurance program. Fund 20

St. Anthony-New Brighton ISD 282 FY2025-26 Proposed Budget Draft
Fund Balance Summary

St. Anthony - New Brighton ISD 282 FY2025-26 PROPOSED BUDGET DRAFT
1,840 ADM

	Food Service I	Debt Service K	Trust Fund L	Agency Fund M	Internal Service N	OPEB Trust O	ALL FUNDS TOTAL
Estimated Revenues	1,487,300	2,080,101	22,000	77,348	193,700	20,000	36,672,636
Estimated Expenditures	1,484,986	2,271,958	50,000	77,349	197,377	41,961	37,202,744
Estimated Fund Balance 7/1/25	493,427	339,772	76,601	-	192,305	1,148,374	13,605,206
Estimated Fund Balance 6/30/26	495,741	147,915	48,601	(0)	188,628	1,126,413	13,075,097
Projected Surplus (Deficit)	2,314	(191,857)	(28,000)	(0)	(3,677)	(21,961)	(530,108)

EXPLANATION OF COLUMNS
Nonspendable = Amounts that cannot be spent due to form such as inventories and prepaid amounts.
Assigned = Money received that has a designation of how it is spent. Severance, vacation, sick, and OPEB, federal, integration
Committed = Amounts constrained for a specific purpose by the district using the highest level of decision making authority. Capital and technology and curriculum
Restricted = Available resources deidcated by statute for specific purposes. Staff Development, Gifted & Talented, Career & Tech, etc.
Unassigned = Money that has no specific designation on how it is spent.
Reserved Capital = Includes operating capital, LTFM, and capital projects levy. Referred to as Fund 05.
Transportation = Busing to bring children to and from school. Does not include most activities/athletic/field trip transportation. Referred to as Fund 03
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Agency = Formal agency agreements with other gov't units, employees, students. Examples are SANBE and Patriots. Fund 09
Internal Service = Self insurance program. Fund 20

St. Anthony-New Brighton ISD 282 FY2025-26 Proposed Budget Draft
Fund Balance Detail

General Fund (01)

Fund Balance	Fund Balance Description	Est. 24-25 Fund Balance	Proposed 25-26 Revenue	Proposed 25-26 Expenditure	Est. 25-26 Ending Fund Balance
Assigned	Achievement & Integration	237,958			237,958
Assigned	ADSIS	300,000	651,069	651,069	300,000
Assigned	COVID-19 Response	200,000			200,000
Assigned	Device Insurance	22,715	7,000	7,000	22,715
Assigned	District Technology	53,371			53,371
Assigned	ECSE Federal grant		29,500	29,500	-
Assigned	Equity and Instruction	332,550			332,550
Assigned	Federal Special Ed Grant	-	391,000	391,000	-
Assigned	Legal	110,000			110,000
Assigned	Severance, Vacation & Sick	$ 590,377	$ -		590,377
Assigned	SPED and Federal Programs	650,000			650,000
Assigned	Title I		150,000	150,000	-
Assigned	Title II		30,000	30,000	-
Assigned	Title III/IV		20,000	20,000	-
Assigned	WMEP for Integration	90,751		90,751	-
	Assigned Fund Balance Subtotal	**$ 2,587,722**	**$ 1,278,569**	**$ 1,369,320**	**$ 2,496,971**
Board Committed	Capital	581,046	-	-	581,046
Board Committed	Technology and Curriculum	135,875	-	-	135,875
	Board Committed Fund Balance Subtotal	**$ 716,921**	**$ -**	**$ -**	**$ 716,921**
Restricted	Achievement & Integration	-	290,634	290,634	$ -
Restricted	Athletic Trainer	$ 944	$ -		$ 944
Restricted	Career and Tech	$ -	83,459	$ 83,459	$ -
Restricted	Compensatory/EL/Basic Skills	548,648	850,266	$ 850,266	$ 548,648
Restricted	Eagle Bluff Fieldtriip	758			$ 758
Restricted	Endowment	25,165			$ 25,165
Restricted	Extended Learning Op	7,072			$ 7,072
Restricted	FS Angel Fund	-			$ -
Restricted	Gifted & Talented	-	26,511	$ 26,511	$ -
Restricted	Learning & Development	10,399	357,862	$ 357,862	$ 10,399
Restricted	Literacy Incentive Aid	73,288	76,304	76,304	$ 73,288
Restricted	Safe Schools	57,069	75,926	$ 75,926	$ 57,069
Restricted	School Library Aid	-	40,000	$ 40,000	$ -
Restricted	SPED Medical Assistance	286,173	60,000	$ 34,557	$ 311,616
Restricted	Staff Development	231,537	305,384	$ 340,384	$ 196,537
Restricted	Student support personnel aid	-	40,000	$ 40,000	$ -
	Restricted Fund Balance Subtotal	**$ 1,241,053**	**$ 2,206,346**	**$ 2,215,902**	**$ 1,231,496**

NOTE: This is a draft of the 2025-26 budget proposal and the numbers may change

St. Anthony-New Brighton ISD 282 FY2025-26 Proposed Budget Draft
Fund Balance Detail

General Fund (01)

Unassigned	Gen Ed	$	3,091,563	$	19,524,915	$	17,200,448	$ 5,416,030
Unassigned	State Aid Special Education		-		2,771,446		4,496,571	(1,725,125)
Unassigned	Q comp		-		166,192		494,035	(327,843)
Unassigned	Student Fees Athletics/Activities		-		284,475		939,713	(655,237)
Unassigned	Draw from OPEB Trust				41,561			41,561
Unassigned	Other Misc Revenue				345,200			345,200
	Unassigned Fund Balance Subtotal	**$**	**3,091,563**	**$**	**23,133,790**	**$**	**23,130,767**	**$ 3,094,587**
	General Fund (01) Total Fund Balances	**$**	**7,637,259**	**$**	**26,618,705**	**$**	**26,715,989**	**$ 7,539,975**

Transportation Fund (3)

Fund Balance	Fund Balance Description	Est. 24-25 Fund Balance	Proposed 25-26 Revenue	Proposed 25-26 Expenditure	Est. 25-26 Ending Fund Balance
Transportation	Regular Transportation	$ 847,775	744,831	$ 653,057	$ 939,550
Transportation	Special Transportation		1,013,119	$ 1,063,411	(50,292)
Transportation	NonResident Transportation		25,000	$ 105,139	(80,139)
	Transportation Fund Balance Subtotal	**$ 847,775**	**$ 1,782,950**	**$ 1,821,608**	**$ 809,118**

Capital Fund (5)

Fund Balance	Fund Balance Description	Est. 24-25 Fund Balance	Proposed 25-26 Revenue	Proposed 25-26 Expenditure	Est. 25-26 Ending Fund Balance
Reserved Capital	Capital Projects Levy	$ 665,338	1,031,760	965,604	$ 731,494
Reserved Capital	Operating Capital	746,990	906,636	1,115,689	537,937
Reserved Capital	Long Term Facilities Maintenance	96,491	826,302	805,059	117,734
	Capital Fund Balance Subtotal	**$ 1,508,819**	**$ 2,764,698**	**$ 2,886,352**	**$ 1,387,165**

NOTE: This is a draft of the 2025-26 budget proposal and the numbers may change

St. Anthony-New Brighton ISD 282 FY2025-26 Proposed Budget Draft
Revenue and Expenditure Summary
General Fund Revenue by Source

Revenue Source		2026 Proposed Budget	% of Total		2025 Adopted Budget	% of Total	% Change
State Aid	$	19,037,101	72%	$	18,944,771	73%	0%
Levy	$	6,216,833	23%	$	5,683,457	22%	9%
Federal Grant	$	627,535	2%	$	622,500	2%	1%
Local Sources		737,236	3%		679,860	3%	8%
Total Revenue	**$**	**26,618,705**	**100%**	**$**	**25,930,587**	**100%**	**3%**

General Fund Expenditures by Expense Type

Expense Type		2026 Proposed Budget	% of Total		2025 Adopted Budget	% of Total	% Change
Salaries	$	16,697,177	62%	$	15,987,135	62%	4%
Employee Benefits	$	6,390,131	24%	$	5,889,848	23%	8%
Purchased Services	$	2,784,233	10%	$	2,951,322	12%	-6%
Supplies and Materials	$	705,667	3%	$	645,246	3%	9%
Capital Expenditures	$	22,386	0%	$	21,840	0%	2%
Other Expenditures	$	116,395	0%	$	110,671	0%	5%
Total Expenditures	**$**	**26,715,989**	**100%**	**$**	**25,606,061**	**100%**	**4%**
NetSurplus/(Deficit)	**$**	**(97,284)**		**$**	**324,527**		**-130%**

NOTE: This is a draft of the 2025-26 budget proposal and the numbers may change

St. Anthony-New Brighton ISD 282 FY2025-26 Proposed Budget Draft
Revenue and Expenditure Summary
Food Service Fund Revenue by Source

Revenue Source	2025 Proposed Budget	% of Total	2024 Adopted Budget	% of Total	% Change
State Aid	$ 830,000	55.8%	$ 665,905	53.2%	25%
Federal Grant	$ 586,000	39.4%	$ 504,435	40.3%	16%
Local Sources	71,300	4.8%	80,400	6.4%	-11%
Total Revenue	**$ 1,487,300**	**100.0%**	**$ 1,250,740**	**100.0%**	**19%**

Food Service Fund Expenditures by Expense Type

Expense Type	2025 Proposed Budget	% of Total	2024 Adopted Budget	% of Total	% Change
Salaries	$ 493,015	33.2%	$ 429,296	34.5%	15%
Employee Benefits	$ 168,616	11.4%	$ 155,618	12.5%	8%
Purchased Services	$ 68,424	4.6%	$ 61,539	4.9%	11%
Supplies and Materials	$ 742,722	50.0%	$ 586,496	47.1%	27%
Capital Expenditures	$ 10,250	0.7%	$ 10,000	0.8%	3%
Other Expenditures	$ 1,960	0.1%	$ 1,957	0.2%	0%
Total Expenditures	**$ 1,484,986**	**100%**	**$ 1,244,906**	**100%**	**19%**
NetSurplus/(Deficit)	**$ 2,314**		**$ 5,834**		**-60%**

St. Anthony-New Brighton ISD 282 FY2025-26 Proposed Budget Draft
Revenue and Expenditure Summary

Transportation Fund Revenue by Source

Revenue Source	2026 Proposed Budget	% of Total	2025 Adopted Budget	% of Total	% Change
State Aid	$ 1,737,950	97.5%	$ 1,642,847	97.6%	6%
Local Sources	45,000	2.5%	40,000	2.4%	13%
Total Revenue	**$ 1,782,950**	**100.0%**	**$ 1,682,847**	**100.0%**	**6%**

Transportation Fund Expenditures by Expense Type

Expense Type	2026 Proposed Budget	% of Total	2025 Adopted Budget	% of Total	% Change
Salaries	$ 214,840	11.8%	$ 202,190	11.8%	6%
Employee Benefits	$ 71,096	3.9%	$ 76,832	4.5%	-7%
Purchased Services	$ 1,527,472	83.9%	$ 1,424,646	83.2%	7%
Supplies and Materials	$ 8,200	0.5%	$ 8,000	0.5%	3%
Capital Expenditures	$ -	0.0%	$ -	0.0%	#DIV/0!
Other Expenditures	$ -	0.0%	$ -	0.0%	#DIV/0!
Total Expenditures	**$ 1,821,608**	**100%**	**$ 1,711,668**	**100%**	**6%**
NetSurplus/(Deficit)	**$ (38,657)**		**$ (28,822)**		**34%**

St. Anthony-New Brighton ISD 282 FY2025-26 Proposed Budget Draft
Revenue and Expenditure Summary

Capital Fund Revenue by Source

Revenue Source		2025 Proposed Budget	% of Total		2024 Adopted Budget	% of Total	% Change
State Aid	$	304,742	11.0%	$	302,806	13.1%	1%
Levy	$	2,358,956	85.3%	$	1,941,456	83.7%	22%
Local Sources		101,000	3.7%		76,000	3.3%	33%
Total Revenue	**$**	**2,764,698**	**100.0%**	**$**	**2,320,263**	**100.0%**	**19%**

Capital Fund Expenditures by Expense Type

Expense Type		2025 Proposed Budget	% of Total		2024 Adopted Budget	% of Total	% Change
Salaries	$	1,114	0.0%	$	36,534	1.5%	-97%
Employee Benefits	$	195	0.0%	$	8,332	0.4%	-98%
Purchased Services	$	222,224	7.7%	$	177,716	7.5%	25%
Supplies and Materials	$	572,175	19.8%	$	683,349	28.7%	-16%
Capital Expenditures	$	2,090,644	72.4%	$	1,472,669	61.9%	42%
Other Expenditures	$	-	0.0%	$	-	0.0%	#DIV/0!
Total Expenditures	**$**	**2,886,352**	**100%**	**$**	**2,378,601**	**100%**	**21%**
NetSurplus/(Deficit)	**$**	**(121,654)**		**$**	**(58,338)**		**109%**

St. Anthony-New Brighton ISD 282
FY2025-26 Proposed Budget Draft
Expenditure by Program and Object Series

FUND 01	**GENERAL FUND**				
PROGRAM:	**ADMINISTRATION**				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% CHANGE
100'S	SALARIES AND WAGES	$ 954,815	$ 972,751	$ (17,936)	-1.8%
200'S	EMPLOYEE BENEFITS	$ 304,383	$ 296,333	$ 8,050	2.7%
300'S	PURCHASED SERVICES	$ 57,639	$ 55,960	$ 1,679	3.0%
400'S	SUPPLIES AND MATERIALS	$ 47,461	$ 46,147	$ 1,314	2.8%
500'S	CAPITAL EXPENDITURES	$ -	$ -	$ -	#DIV/0!
800'S	OTHER EXPENDITURES	$ 25,765	$ 25,014	$ 750	3.0%
	TOTAL ADMINISTRATION BUDGET	$ 1,390,062	$ 1,396,205	$ (6,143)	-0.4%
PROGRAM:	**DISTRICT SUPPORT SERVICES**				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% CHANGE
100'S	SALARIES AND WAGES	$ 510,758	$ 272,811	$ 237,947	87.2%
200'S	EMPLOYEE BENEFITS	$ 111,720	$ 78,962	$ 32,759	41.5%
300'S	PURCHASED SERVICES	$ 808,466	$ 880,408	$ (71,942)	-8.2%
400'S	SUPPLIES AND MATERIALS	$ 112,381	$ 72,559	$ 39,822	54.9%
500'S	CAPITAL EXPENDITURES	$ -	$ -	$ -	#DIV/0!
800'S	OTHER EXPENDITURES	$ 5,242	$ 2,756	$ 2,486	90.2%
	TOTAL DISTRICT SUPPORT SERVICES	$ 1,548,567	$ 1,307,496	$ 241,071	18.4%
PROGRAM:	**REGULAR INSTRUCTION**				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% CHANGE
100'S	SALARIES AND WAGES	$ 9,181,995	$ 9,029,567	$ 152,429	1.7%
200'S	EMPLOYEE BENEFITS	$ 3,376,140	$ 3,090,742	$ 251,398	8.1%
300'S	PURCHASED SERVICES	$ 532,913	$ 524,028	$ 8,885	1.7%
400'S	SUPPLIES AND MATERIALS	$ 131,080	$ 127,883	$ 3,197	2.5%
500'S	CAPITAL EXPENDITURES	$ 14,698	$ 14,340	$ 358	2.5%
800'S	OTHER EXPENDITURES	$ 26,697	$ 25,920	$ 778	3.0%
	TOTAL REGULAR INSTRUCT BUDGET	$ 13,263,524	$ 12,812,480	$ 451,044	3.5%
PROGRAM:	**SPECIAL ED INSTRUCTION**				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% CHANGE
100'S	SALARIES AND WAGES	$ 3,613,959	$ 2,983,483	$ 630,475	21.1%
200'S	EMPLOYEE BENEFITS	$ 1,476,888	$ 1,134,900	$ 341,988	30.1%
300'S	PURCHASED SERVICES	$ 400,663	$ 513,252	$ (112,589)	-21.9%
400'S	SUPPLIES AND MATERIALS	$ 50,793	$ 40,823	$ 9,970	24.4%
500'S	CAPITAL EXPENDITURES	$ 7,688	$ 7,500	$ 187	2.5%
800'S	OTHER EXPENDITURES	$ 52,707	$ 51,172	$ 1,535	3.0%
	TOTAL SPECIAL ED BUDGET	$ 5,602,697	$ 4,731,131	$ 871,566	18.4%

NOTE: *This is a draft of the 2025-26 budget proposal and the numbers may change*

St. Anthony-New Brighton ISD 282
FY2025-26 Proposed Budget Draft
Expenditure by Program and Object Series

PROGRAM:	INSTRUCTIONAL SUPPORT SERVICES				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% CHANGE
100'S	SALARIES AND WAGES	$ 739,508	$ 1,049,322	$ (309,813)	-29.5%
200'S	EMPLOYEE BENEFITS	$ 194,817	$ 389,595	$ (194,778)	-50.0%
300'S	PURCHASED SERVICES	$ 383,887	$ 411,199	$ (27,311)	-6.6%
400'S	SUPPLIES AND MATERIALS	$ 19,007	$ 18,543	$ 464	2.5%
500'S	CAPITAL EXPENDITURES	$ -	$ -	$ -	#DIV/0!
800'S	OTHER EXPENDITURES	$ -	$ -	$ -	#DIV/0!
	TOTAL INSTRUCTIONAL SUPPORT	$ 1,337,219	$ 1,868,659	$ (531,439)	-28.4%

PROGRAM:	PUPIL SUPPORT SERVICES				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% CHANGE
100'S	SALARIES AND WAGES	$ 736,833	$ 744,500	$ (7,666)	-1.0%
200'S	EMPLOYEE BENEFITS	$ 285,267	$ 292,328	$ (7,060)	-2.4%
300'S	PURCHASED SERVICES	$ 16,521	$ 16,040	$ 481	3.0%
400'S	SUPPLIES AND MATERIALS	$ 67,332	$ 65,690	$ 1,642	2.5%
	TOTAL PUPIL SUPPORT SUPPORT	$ 1,105,954	$ 1,118,557	$ (12,603)	-1.1%

PROGRAM:	SITES AND BUILDINGS				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% CHANGE
100'S	SALARIES AND WAGES	$ 959,308	$ 934,700	$ 24,608	2.6%
200'S	EMPLOYEE BENEFITS	$ 319,782	$ 322,638	$ (2,856)	-0.9%
300'S	PURCHASED SERVICES	$ 584,143	$ 550,434	$ 33,709	6.1%
400'S	SUPPLIES AND MATERIALS	$ 277,613	$ 273,600	$ 4,013	1.5%
500'S	CAPITAL EXPENDITURES	$ -	$ -	$ -	#DIV/0!
800'S	OTHER EXPENDITURES	$ 5,984	$ 5,809	$ 174	3.0%
	TOTAL SITES AND BUILDINGS	$ 2,146,831	$ 2,087,183	$ 59,648	2.9%

PROGRAM:	FISCAL AND OTHER FIXED COSTS				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% CHANGE
200'S	WORK COMP AND PROP INSURANCE	$ 321,134	$ 284,350	$ 36,784	12.9%
	TOTAL GENERAL FUND BUDGET	$ 26,715,989	$ 25,606,061	$ 1,109,928	4.3%

NOTE: *This is a draft of the 2025-26 budget proposal and the numbers may change*

ISD 282 - St. Anthony-New Brighton
Proposed Budget Draft for Fiscal Year 2025-2026
Expense by Program and Object Series

FUND 02	FOOD SERVICE				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% DIFFERENCE
100'S	SALARIES AND WAGES	$ 493,015	$ 429,296	$ 63,719	15%
200'S	EMPLOYEE BENEFITS	$ 168,616	$ 155,618	$ 12,997	8%
300'S	PURCHASED SERVICES	$ 68,424	$ 61,539	$ 6,885	11%
400'S	SUPPLIES AND MATERIALS	$ 742,722	$ 586,496	$ 156,226	27%
500'S	CAPITAL EXPENDITURES	$ 10,250	$ 10,000	$ 250	3%
800'S	OTHER EXPENDITURES	$ 1,960	$ 1,957	$ 3	0%
	TOTAL FOOD SERVICE BUDGET	$ 1,484,986	$ 1,244,906	$ 240,080	19.3%

FUND 03	TRANSPORTATION				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% DIFFERENCE
100'S	SALARIES AND WAGES	$ 214,840	$ 202,190	$ 12,650	
200'S	EMPLOYEE BENEFITS	$ 71,096	$ 76,832	$ (5,736)	
300'S	PURCHASED SERVICES	$ 1,527,472	$ 1,424,646	$ 102,825	
400'S	SUPPLIES AND MATERIALS	$ 8,200	$ 8,000	$ 200	
500'S	CAPITAL EXPENDITURES	$ -	$ -	$ -	
	TOTAL TRANSPORTATION	$ 1,821,608	$ 1,711,668	$ 109,939	6.4%

FUND 05	CAPITAL				
OBJECT	DESCRIPTION	2025-26 PROPOSED BUDGET	2024-25 REVISED BUDGET	$ DIFFERENCE	% DIFFERENCE
100'S	SALARIES AND WAGES	$ 1,114	$ 36,534	$ (35,420)	
200'S	EMPLOYEE BENEFITS	$ 195	$ 8,332	$ (8,137)	
300'S	PURCHASED SERVICES	$ 222,224	$ 177,716	$ 44,507	
400'S	SUPPLIES AND MATERIALS	$ 572,175	$ 683,349	$ (111,174)	
500'S	CAPITAL EXPENDITURES	$ 2,090,644	$ 1,472,669	$ 617,975	
800'S	OTHER EXPENDITURES	$ -	$ -	$ -	
	TOTAL CAPITAL BUDGET	$ 2,886,352	$ 2,378,601	$ 507,751	21.3%

NOTE: *This is a draft of the 2025-26 budget proposal and the numbers may change*

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Second Reading School Board Meeting Dates: 2025-2026

~~July **X**, 2025 - Regular Meeting/Work Session~~
~~August 5, 2025 - Regular Meeting - Night to Unite~~
August 19, 2025 - Work Session
~~September 2, 2025~~ - Regular Meeting - First Day of School
Alternative - August 26, 2025 - Regular Meeting - Media Center, without NineNorth
September 16, 2025 - Work Session
September 30, 2025 - Joint City Council Meeting/Professional Development
October 7, 2025 - Regular Meeting
October 21, 2025 - Work Session
~~November **X**, 2025~~ [General Election is Nov. 4th] - Regular Meeting
Alternative options include:
Tuesday, October 28th - Regular Meeting - Media Center, without NineNorth
~~Monday, November 3rd~~
~~Wednesday, November 5th (but 916 meets that day)~~
~~**Tuesday, November 11th is Veterans Day and no meetings are allowed**~~
November 18, 2025 - Work Session
December 2, 2025 - Regular Meeting
December 16, 2025 - Work Session
January 6, 2026 - Regular Meeting
January 20, 2026 - Work Session
~~February **X**, 2026~~ - [Precinct Caucus Day is Feb. 3rd] Regular Meeting
Alternative options include:
Tuesday, January 27th- Regular Meeting - Media Center, without NineNorth
~~Monday, February 2nd~~
~~Wednesday, February 3rd (but 916 meets that day)~~
~~Tuesday, February 10th~~
February 17, 2026 - Work Session
March 3, 2026 - Regular Meeting
March 17, 2026 - Work Session
March 31, 2026 - Joint City Council Meeting/Professional Development
April 7, 2026 - Regular Meeting
April 21, 2026 - Work Session
May 5, 2026 - Regular Meeting
May 19, 2026 - Work Session
June 2, 2026 - Regular Meeting
June 16, 2026 - Work Session

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Memorandum

To: St. Anthony New Brighton School Board

From: Superintendent Corneille

Date: May 6, 2025

Subject: Discussion and Recommendation for Action

Objective: The District Administration proposes the contractual engagement of a current School Board member to manage specific aspects of board meeting preparations. This includes the preparation of board packets and agendas, as well as the technical processes involved in compiling and uploading agenda items to the Board Book platform. Detailed descriptions of the job duties associated with this engagement are provided in this memorandum.

Background and Context: This proposal was initially presented to the School Board at the Work Session held on April 15, 2025. Board members were afforded the opportunity to provide feedback and deliberate on this concept. Following this initial discussion, the Board requested an additional opportunity to discuss the matter before formal action was considered.

During the April 15th meeting, the Board discussed and acknowledged the provisions within Minnesota state law that permit school board members to be employees of the school district they serve. It was also noted that such arrangements are subject to specific limitations outlined in Minnesota Statutes 123B.195 [1] and 123B.09. These limitations pertain to the scope of employment, a maximum earnings capacity of $20,000 within a fiscal year, and restrictions regarding benefits tied to certain insurance incentives, as detailed in Minnesota Statutes 123B.09 [2].

Proposed Scope of Work The District Administration is seeking to engage Board Member Laura Oksnevad to support the development of Board Packet Materials and Agendas. The engagement of Director Oksnevad will be strictly limited to the duties outlined below:

- Support the organization, assembly, and distribution of School Board agendas, including all supporting documentation, to School Board members and the public (e.g., disseminating agendas to building-level administrative assistants for posting in school buildings, ensuring agendas are accessible via Board Book on the ISD282 website).
- Support the preparation of School Board meeting sites.
- Ensure that all audio/visual equipment and Zoom requirements are properly configured for all School Board meetings. This includes working directly with NineNorth.

- Prepare official minutes, coordinate with district staff for the publication of approved minutes as legally required, and manage follow-up actions on School Board decisions.
- Provide advice on parliamentary procedures (Robert's Rules of Order) to the Board Chair, when requested.
- Prepare materials for the purpose of public information dissemination. This is primarily providing the district's official newspaper with school board minutes and ensuring the school board website is updated through Board Book.
- In consultation with the Board Chair and Superintendent, post/publish a calendar or schedule of events.
- Provide historical information related to school board agendas, official activities, and decisions to the School Board and Superintendent, when requested.

Proposed Compensation The Administration proposes the following compensation structure: Director Oksnevad will be allocated a bank of 200 hours to complete the specified job requirements between the present date and June 30, 2025.

- Director Oksnevad will be compensated at an hourly rate of $30 for each hour worked.
- Director Oksnevad will be required to maintain a detailed spreadsheet of hours worked.
- This record will be reviewed monthly by the Superintendent and the Executive Director of Academics prior to the issuance of payment.

Recommendation: Following thorough discussion, the District Administration recommends that the School Board approve the limited-scope engagement of Director Laura Oksnevad. The Administration submits the following resolution for the Board's consideration.

Resolution to Employ School Board Member for Limited Duties

WHEREAS, the St. Anthony New Brighton School Board has reviewed the proposal to engage a current board member to manage board meeting preparations, including board packets, agendas, and related technical processes; and

WHEREAS, the board acknowledges that Minnesota state law (MN Statutes 123B.195 [1] and MN Statutes 123B.09) permits the employment of a school board member by the school district under certain limitations; and

WHEREAS, the proposed employment of Board Member Laura Oksnevad will be limited in scope to the following duties, as discussed and agreed upon by the board:

- Supports the organization, assembling, distribution of School Board agendas with supporting documentation (board materials) to School Board members and the public.
- Supports the preparation of School Board meeting sites.
- Ensures all audio/visual along with Zoom requirements are set up for all School Board meetings.
- Prepares official minutes, arranges for publication of approved minutes, and follows up on School Board decisions.
- Provides advice regarding parliamentary procedures (Roberts Rules) to the Board Chair when requested.
- Prepares data for public dissemination of information.
- Posts/publishes a calendar or schedule of events in consultation with the Board Chair and Superintendent.
- Provides historical information related to school board agendas, official activities and decisions to the School Board and Superintendent when requested.

WHEREAS, the compensation for these services will be a bank of 200 hours to be used between now and June 30, 2025, at a rate of $30 per hour, with hours tracked and reviewed monthly by the Superintendent and Executive Director of Academics; and

WHEREAS, the board has had the opportunity to discuss this proposal, as presented at the April 15, 2025, School Board Work Session;

NOW, THEREFORE, BE IT RESOLVED, that the St. Anthony New Brighton School Board, by majority vote, approves the employment of Board Member Laura Oksnevad for the limited duties as described herein, subject to the terms and conditions outlined in this resolution and in accordance with Minnesota Statutes 123B.195 [1] and MN Statutes 123B.09.

BE IT FURTHER RESOLVED, that this resolution shall take effect immediately upon its adoption.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Memorandum

To: St. Anthony New Brighton School Board

From: Superintendent Corneille

Date: May 6, 2025

Subject: Discussion and Recommendation for Action

Objective: The District Administration proposes the contractual engagement of a current School Board member to manage specific aspects of board meeting preparations. This includes the preparation of board packets and agendas, as well as the technical processes involved in compiling and uploading agenda items to the Board Book platform. Detailed descriptions of the job duties associated with this engagement are provided in this memorandum.

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Recommendation: Following thorough discussion, the District Administration recommends that the School Board approve the limited-scope engagement of Director Laura Oksnevad. The Administration submits the following resolution for the Board's consideration.

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BE IT FURTHER RESOLVED, that this resolution shall take effect immediately upon its adoption.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

To: Dr. Renee Corneille, Superintendent, Dr. Tim Anderson, Director of Human Resources and Operations, and Phan Tu, District Controller
From: Wendy Webster, Director of Community Services and Communications
Date: May 6, 2025
Re: Community Services Staff Wage Agreement for 2024-2025 and 2025-2026

I am recommending the following wage agreement for Community Services staff for the 2024-2025 and 2025-2026 school years in order to continue our goal of aligning wages to similar positions in the school district.

Departments within the school district continue to partner and I post positions that can be combined in hopes of enticing candidates who seek additional hours (i.e. Wilshire Park paraprofessional and Village Kids staff).

The process of aligning wages began with the 22-23 wage agreement and allows candidates to earn more consistent wages across similar positions in different departments. In the 2019-20 school year, one Wilshire Park staff member worked in Village Kids and Nutrition Services. In the 2024-25 school year, four Village Kids staff members also work as either paraprofessionals or in nutrition services. This recommendation for the Community Services wage agreement aligns with the increases approved for other bargaining groups.

Similarly, this wage adjustment proposal continues to align the salaries of coordinators who work in Community Services with other coordinator positions in the district.

Community Services Hourly Wages	**2024-2025**				**2025-2026**				
Position	**Step 1**	**Step 2**	**Step 3**	**Step 4**	**Step 1**	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Early Childhood Screener	$24.30	$26.79	$29.28	$31.96	$24.79	$27.33	$29.86	$32.60	
Lead Asst Teacher/Village Kids, PreK	$19.51	$20.99	$21.47	$23.50	$19.51	$20.99	$21.47	$23.50	$24.25
Asst Teacher/Village Kids, PreK	$18.41	$19.27	$20.19	$21.03	$18.41	$19.27	$20.19	$21.03	$21.78
Bld Supervisor/Exp Aide/Lifeguard	$16.36	$17.24	$18.12	$19.13	$16.69	$17.58	$18.48	$19.51	
Aide	$14.85	$15.80	$16.75	$17.70	$15.15	$16.12	$17.09	$18.05	
Coordinators	**2024-2025**				**2025-2026**				
Community Engagement Coordinator (.75)	$46,350				$47,741				
Facilities Coordinator (.75)	$46,350				$47,741				
Youth Programs (1.0)	$61,800				$63,654				
Community Services (1.0)	$61,800				$63,654				

wages aligned with clerical/para contract

Early Childhood Teachers	**2024-2025**				**2025-2026**			
	Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 1**	**Step 2**	**Step 3**	**Step 4**
ECFE and ECSE Teachers (1.0 FTE)	$51,250	$73,588	$76,125	$78,663	$52,019	$53,550	$77,267	$79,842
Preschool Teachers (1.0 FTE)	$45,250	$68,513	$71,050	$73,588	$46,050	$46,850	$72,116	$74,691

Our current early childhood teachers, who have between 13 and 27 years of service at Community Services, will be on Step 2 in 2024-2025 and Step 3 in 2025-26. One preschool teacher will be moving to .5 FTE in 2025-26 and we are in the process of hiring a new .5 FTE teacher.

Orig. 1995 Rev. 2017, 2019
March 5, 2019
May 6, 2025
Legal

205 OPEN MEETINGS AND CLOSED MEETINGS

I. PURPOSE

A. The school board embraces accountability and transparency in the conduct of its business, in the belief that openness produces better programs, more efficient administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.

B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting an individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.

B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum of school board members or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.

IV. PROCEDURES

A. Meetings

1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at the school district office. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.

b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.

c. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.

d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.

e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

a. An emergency meeting is a special meeting called because of circumstances that, in the school board's judgment, require immediate consideration.

b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.

d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board.

e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.

f. Notice shall include the subject of the meeting.

g. Posted or published notice of an emergency meeting shall not be required.

h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least twenty-four (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of

notice.

7. Meetings during Pandemic or Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minn. Stat. Ch. 12, a meeting may be conducted by telephone or interactive technology in compliance with Minn. Stat. § 13D.021.

8. Meetings by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, or other similar electronic means in compliance with Minn. Stat. § 13D.02.

B. Votes

The votes of school board members shall be recorded in a journal or minutes kept for that purpose. The journal or any minutes used to record votes of a meeting must be open to the public during all normal business hours at the school district's administrative offices.

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.

2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Open Meetings and Data

1. Meetings may not be closed to discuss data that are not public data, except as provided under Minnesota law.

2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy

   a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA).

   b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

   All negotiations, mediation meetings, and hearings between the school board and its employees or their respective representatives are public meetings. Mediation meetings may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Allegations or Charges

   The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

   The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open

meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Privilege Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, for example, regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

a. A hearing on dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.

b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent, or guardian requests an open hearing.

c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within fourteen (14) days of that decision.

b. If the coach requests the reasons for the nonrenewal, the school board must give the coach its reasons in writing within ten (10) days of receiving the request. The existence of parent complaints must not be the sole reason for the school board not to renew a

coaching contract.

c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.

d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.

e. A meeting closed for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

a. Any portion of a meeting must be closed if the following types of data are discussed:

(1) data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;

(2) active investigative data collected or created by a law enforcement agency;

(3) educational data, health data, medical data, welfare data, or mental health data that are not public data; or

(4) an individual's personal medical records.

b. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

a. The school board may close a meeting:

(1) to determine the asking price for real or personal property to be sold by the school district;

(2) to review confidential or nonpublic appraisal data; and

(3) to develop or consider offers or counteroffers for the

purchase or sale of real or personal property.

b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.

c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.

c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of

the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures))
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied*. (Minn. 1993)
Dept. of Admin. Advisory Op. No. 21-003 (April 19, 2021)
Dept. of Admin. Advisory Op. No. 21-002 (January 13, 2021)
Dept. of Admin. Advisory Op. No. 19-012 (October 24, 2019)
Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 18-019 (December 28, 2018)
Dept. of Admin. Advisory Op. No. 17-005 (June 22, 2017)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)

Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References: MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Law Bulletin "C" (Minnesota's Open Meeting Law)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Adopted: 2010
Revised: 2023
May 6, 2025
Mandatory

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of school-sponsored media activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

A. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

B. Students who believe their right to free expression has been unreasonably restricted in an official student media or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing official school media and activities shall be under the supervision of a faculty advisor and the school principal. School-sponsored media and activities shall be subject to the guidelines set forth below.

2. School-sponsored media may be distributed at reasonable times and locations.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.

B. “Material and substantial disruption” of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

C. “Minor” means any person under the age of eighteen (18).

D. “Obscene to minors” means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. “School activities” means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

F. "School-sponsored media" means material that is:

1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;

2. distributed or generally made available to students in the school; and

3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

IV. GUIDELINES

A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

B. Student expression in a school-sponsored media a yearbook, or school-sponsored activity is prohibited when the material:

1. is obscene to minors;

2. is defamatory;

3. is profane, harassing, threatening, or intimidating;;

4. constitutes an unwarranted invasion of privacy;

5. violates federal or state law;

6. causes a material and substantial disruption of school activities;

7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;

8. advertises or promotes any product or service not permitted for minors by law;

9. advocates sexual, racial, or religious harassment or violence or prejudice; or

10. is distributed or displayed in violation of time, place, and manner regulations.

C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution. .

D. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

These professional standards may include, but are not limited to, the following:

1. assuring that participants learn whatever lessons the activity is designed to teach;

2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;

3. assuring that the views of the individual speaker are not erroneously attributed to the school;

4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;

5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;

6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

E. Time, Place and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

Legal References: U. S. Const., amend. I
Morse v. Frederick, 551 U.S. 393 (2007)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260(1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (Student Bullying Policy)
Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

Cross References: MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

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Mandatory - Annual

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

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

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation,

building evacuation, campus evacuation, and sheltering. The Superintendent or Superintendent designee will designate the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable.

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

a. Lockdown Procedures.
Lockdown procedures will be used when there is a threat or hazard inside the school building. This could include a shooting, hostage incident, intruder, trespassing, disturbance, or at the discretion of the building administrator or designee. Lockdown uses classroom security to protect students and staff from a threat. Each building administrator is responsible for lockdown procedures for their building as part of their building specific crisis management plan.

b. Secure procedures. Secure is used when there is a threat or hazard outside of the school building. This could include violence or criminal activity in the immediate neighborhood, policy activity or a dangerous animal near the building. Secure uses the security of the physical facility to act as protection. Each building administrator is responsible for secure procedures for their building as part of their building specific crisis management plan.

c. Evacuation Procedures.
Evacuation is used when there is a need to move students and staff from one location to another. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. Building plans should include specific evacuation procedures for individuals with special needs including those with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other

sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day. Each building administrator is responsible for evacuation procedures for their building as part of their building specific crisis management plan.

d. Sheltering Procedures.
Shelter is called when the need for personal protection is necessary. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change depending on the specific emergency. Each building administrator is responsible for sheltering procedures as part of their building specific crisis management plan.

e. Hold Procedures. Hold provides a response when there is a need to control/limit traffic in the hallways to allow staff or first responders to manage a situation within the school building. Situations such as a medical emergency, escalated student in crisis, or at the discretion of the building administrator or designee. Each building administrator is responsible for hold procedures as part of their building specific crisis management plan.

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

3. School Emergency Response Teams

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

alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

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

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

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

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

B. Planning and Preparing for Fire

1. Designate a safe area away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from

which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

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

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

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

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

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

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

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

C. Facility Diagrams and Site Plans

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

responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

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

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

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

E. Warning and Notification Systems

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

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

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis

situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

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

G. Media Procedures

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

H. Behavioral Health Crisis Intervention Procedures

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

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

2. Designate specific rooms as private counseling areas.

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

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

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

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

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

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

IV. SAMPLE PROCEDURES

The District's emergency procedures will be kept on file with the superintendent's office and in our building offices on file in the building specific emergency procedure binder.

The following are a list of hazards/emergency procedures that are addressed in the District's emergency procedure binder:

1. Building Security
2. Evacuation/Relocation
3. Student Release/Reunification
4. Lockdown/Secure
5. Media Inquiries
6. Post-Crisis Intervention
7. Sexual Assault
8. Bomb Threat
9. Bus Accidents
10. Child Abuse/Abandonment
11. Fights/Disturbances/Demonstrations
12. Fire
13. Medical Emergency
14. Severe Weather
15. Suicide Threat or Attempt
16. Utility Emergencies
17. Weapons
18. Disease Outbreak

V. SCHOOL SAFETY DRILLS

To increase emergency preparedness each year, the school district will conduct at least five Lockdown drills, five school fire drills (Evacuation), and one Tornado drill (Shelter) at each school consistent with Minnesota Statutes 121A.35. Records of the date and time of each drill shall be maintained by an administrator at each site.

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

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

B. Visitors

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

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

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat.§ 121A.037 (School Safety Drills)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

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

I Love U Guys Foundation Standard Response Protocol:
https://iloveuguys.org/The-Standard-Response-Protocol.html