Listening Session + Regular Meeting of the St. Anthony-New Brighton School Board
Tuesday, November 10, 2026 6:00pm
Listening Session, 6:30pm Regular Meeting

MS/HS Media Center
3303 33rd Ave NE
Entry available at door #16
St. Anthony, MN 55418

# Agenda

1. Listening Session (6:00 pm)
   **Speaker(s):** Dr. Cassandra Palmer - Chair
2. Call to Order School Board Regular Meeting (6:30pm)
   **Speaker(s):** Dr. Cassandra Palmer - Chair
3. Approval of Agenda
   **Speaker(s):** Dr. Cassandra Palmer - Chair
4. Approval of Consent Agenda
   **Speaker(s):** Dr. Cassandra Palmer - Chair
5. Fall Sports Recognition
   **Speaker(s):** Dr. Troy Urdahl, Executive Director of Operations and JT Zell, Athletics and Activities Coordinator
6. Communications Break
   **Speaker(s):** Dr. Cassandra Palmer - Chair
7. Action Items
   7.1. MSHSL Grant Resolution
   **Speaker(s):** Dr. Steven Massey, Interim Superintendent and Hope Fagerland, Assistant Superintendent
   7.2. Approval of IOwA
   **Speaker(s):** Dr. Steven Massey, Interim Superintendent and Hope Fagerland, Assistant Superintendent
8. Discussion Items
   8.1. Discussion Item: Superintendent Search Planning
   **Speaker(s):** Barb Dorn, MSBA
   8.2. Policy Readings
   **Speaker(s):** Laura Haas, Policy Committee Chair
   8.2.a. First Reading: Policy 506
   **Speaker(s):** Laura Haas, Policy Committee Chair
   8.2.b. First Reading: Policy 722 Public Data and Data Subject Requests
   **Speaker(s):** Laura Haas, Policy Committee Chair
   8.2.c. First Reading of Policy 524: Technology Responsible Use and Safety Policy
   **Speaker(s):** Laura Haas, Policy Committee Chair
9. Reports
   9.1. ISD282 Program and Building Report
   9.2. Board Reports
10. Adjourn School Board Meeting
    **Speaker(s):** Dr. Cassandra Palmer - Chair

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

**SCHOOL BOARD CONSENT AGENDA**
**November 10, 2026**

PRESENTER(S): School Board Chair

**1. Personnel**

Hire(s)

| Last Name | First Name | Position | School | Date Effective |
|---|---|---|---|---|
| Panning | Steven | Custodian | HS/MS | 10.14.26 |
| Yang | Xu | Science LTS | SAVHS | 11.05.26 |
| Kaufman | Quinn | Play Technical Director | SAMS | 11.02.26 |

Resignation/Separation(s)

| Last Name | First Name | Position | School | Date Effective |
|---|---|---|---|---|
| Fagerland | Hope | Assistant Superintendent | District | 11.25.2026 |
| McKenzie | Emma | Para Educator | WP | 11.02.2026 |

**2. Payment of Bills Checks Paid 09/23/2026 & September Wires**

| | |
|---|---|
| 01- General Fund | $1,172,953.67 |
| 02- Food Service Fund | $37,286.64 |
| 03- Transportation Fund | $1,417.94 |
| 04- Community Serv Fund | $51,923.84 |
| 05- Capital Expenditure Fund | $392,424.12 |
| 08- Agency Fund | $8,750.00 |
| 09- Trust Fund | $927.55 |
| 20- Internal Service Fund | $13,407.18 |
| 25- Student Activities | $5,019.35 |
| **Total: $** | $1,684,110.29 |

**3. Minutes - Meeting Minutes of October 20, 2026 Regular meeting session.**

**4. Policy Updates**

*(Policy 208 Development, Adoption, and Implementation of Policies Section IV Adoption of Policy, Letter D: In Policy 208 it states: D. If a policy is modified with minor changes that do not affect the substance of the policy or*

*because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.)*

| Policy | Type of Policy | Update |
|---|---|---|
| Policy 903: Visitors to School Building and Sites | Mandatory | Annual Notification to Board: Visitors To School District Buildings and Sites: Only change: Deletion of words "which are an addendum to this policy" in paragraph V.B. |
| Policy 423 - Employee-Student Relationships | Local Control/Recommended | Added legal language regarding grooming:<br><br>Grooming as prohibited under Minnesota Statutes, section 609.352 and other minor technical revisions<br><br>Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with the school district's policy (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district. |
| Policy 208: Development, Adoption and Implementation of Policies | Local Control/Recommended | Minor revisions:<br><br>If a policy is ~~modified~~ revised with minor, technical changes that do not affect the substance of the policy, ~~or~~ the school board directs school district staff to incorporate the technical revisions to the relevant policy.<br><br>If a policy is revised or revised because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board. |
| Policy 709: Student Transportation Safety | Mandatory | Added:<br><br>"School bus" means a motor vehicle used to: (1) transport pupils to or from a school defined in Minnesota Statutes, section 120A.22, or to or from |

| | | |
|---|---|---|
| | | school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district; or (2) provide training on the operation of the vehicle for purposes specified in clause (1) to employees of the school, school district, or a person under agreement with the school or school district.<br><br>A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in Minnesota Statutes, section 174.22, subdivision 7, or a vehicle otherwise qualifying as a type III vehicle under Minnesota Statutes, section 169.011, subdivision 71, paragraph (h), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled or nonregular transportation.<br><br>Added/revised language regarding first aid kits:<br><br><u>First Aid Kit</u><br><br>A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the |

| | | |
|---|---|---|
| | | NSTSP. |

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

# Work Session of the St. Anthony-New Brighton School Board

Tuesday, October 20, 2026
6:00 PM
MS/HS Media Center, 3303 33rd Ave NE, Entry available at door #16, St. Anthony, MN 55418
www.isd282.org/discover/school-board

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**Minutes**

Attendance Taken at 5:59 PM.

| | |
|---|---|
| Annie Bosmans: | Present |
| Laura Haas: | Present |
| Amy Kalar: | Present |
| Cassandra Palmer: | Present |
| PJ Striker: | Absent |
| Daniel Turner: | Present |

1. **Call to Order School Board Work Session**
   **Discussion:** Chair Palmer called meeting to order at 6:00 p.m.

   Staff in attendance: Wendy Webster, Executive Director of HR and Community Services, Laura Guerrero, Effective Instruction and Matt Menier, Executive Director of Academics, Laura Haupt-Coleman
2. **Approval of Agenda**
   **Action(s):**
   The recommended motion is to approve the October 20, 2026 agenda as presented. This motion, made by Haas and seconded by Bosmans, Carried.
   **Voting Detail:**

   | | |
   |---|---|
   | Annie Bosmans: | Yea |
   | Laura Haas: | Yea |
   | Amy Kalar: | Yea |
   | Cassandra Palmer: | Yea |
   | PJ Striker: | Absent |
   | Daniel Turner: | Yea |

   **Voting Summary:** Yea: 5, Nay: 0, Absent: 1
3. **Approval of Consent Agenda**
   **Action(s):**
   The recommended motion is to approve the consent agenda as presented, including: minutes from October 6, 2026 Board meeting, personnel, and payment of bills. This motion, made by Bosmans and seconded by Haas, Carried.

**Voting Detail:**

| | |
|---|---|
| Annie Bosmans: | Yea |
| Laura Haas: | Yea |
| Amy Kalar: | Yea |
| Cassandra Palmer: | Yea |
| PJ Striker: | Absent |
| Daniel Turner: | Yea |

**Voting Summary:** Yea: 5, Nay: 0, Absent: 1

4. **Presentations and Reports**
   4.1. Community Services Report
   4.2. Data/Assessments; Teacher & Learning Report; MCA/Student Achievement Report (Success Metrics) - Testing (CACR, Title/ESEA, ADSIS, A&I)
5. **KSTP Donation**

**Action(s):**

The recommended motion is to accept the donation in the amount of $1,500 from KSTP. This motion, made by Haas and seconded by Kalar, Carried.

**Voting Detail:**

| | |
|---|---|
| Annie Bosmans: | Yea |
| Laura Haas: | Yea |
| Amy Kalar: | Yea |
| Cassandra Palmer: | Yea |
| PJ Striker: | Absent |
| Daniel Turner: | Yea |

**Voting Summary:** Yea: 5, Nay: 0, Absent: 1

**Discussion:**

**RESOLUTION Accepting Donation to District**

**WHEREAS, the School Board of Independent School District No. 282 adopted a resolution proposing the acceptance of a donation on behalf of St. Anthony-New Brighton ISD 282 to be used for Wilshire Park Elementary.**

**WHEREAS, the School Board may accept a gift, grant or devise of real or personal property with a value of $1,000 or more only by the adoption of a resolution approved by two-thirds of its members per ISD 282 policy 706.**

**BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 282 that the district accepts said donation pursuant to Minn. Stat. §465.03.**

**DISPOSITION BY BOARD OF EDUCATION**

**Motion by: Haas Seconded By: Kalar**

**With a roll call vote, the motion carries: 5/0.**

**APPROVED AT A MEETING OF THE SCHOOL BOARD thereof held on the 20th day of October, 2026**

**INDEPENDENT SCHOOL DISTRICT 282 (ST. ANTHONY VILLAGE-NEW BRIGHTON)**

**By: _____**
**Annie Bosmans, Clerk**

6. **Discussion and Selection of Search Firm for Superintendent**
   **Action(s):**
   The recommended motion is to approve MSBA as the search firm to facilitate the Superintendent search process. This motion, made by Kalar and seconded by Haas, Carried.
   **Voting Detail:**

| | |
|---|---|
| Annie Bosmans: | Yea |
| Laura Haas: | Yea |
| Amy Kalar: | Yea |
| Cassandra Palmer: | Yea |
| PJ Striker: | Absent |
| Daniel Turner: | Yea |

   **Voting Summary:** Yea: 5, Nay: 0, Absent: 1
7. **Reports**
   7.1. ISD282 District, Program, and Building Report
   7.2. Board Reports
8. **Adjourn School Board Meeting**
   **Discussion:** Chair Palmer adjourned the October 20, 2026, meeting at 8:11 p.m.

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____

*Orig. 1995*
*Rev. 2022*
*Rev. 2024*
*Rev. Oct. 2026*
*Recommended*

# 208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

## I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

## II. GENERAL STATEMENT OF POLICY

Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action. A set of written policies shall be maintained and modified as needed.

## III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.

B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

## IV. ADOPTION AND REVIEW OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at two meetings.

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.

C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The policy adopted in an emergency shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency.

D. If a policy is revised with minor, technical changes that do not affect the substance of the policy, the school board directs school district staff to incorporate the technical revisions to the relevant policy.

If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

## V. IMPLEMENTATION OF AND ACCESS TO POLICY

A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, may be subject to annual review by the school board.

B. Each school board member shall have access to school district policies.

C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policies current.

D. The Policy Committee of the School Board shall be responsible for developing a system of periodic review. In addition, the school board shall review the following policies annually; 506 Student Discipline; 722: Public Data and Data Subject Request and 806 Crisis Management Policy.

E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

***Legal References:*** Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

***Cross References:*** MSBA/MASA Model Policy 305 (Policy Implementation)

*MSBA/MASA Model Policy 423*
*Original 1999*
*Rev. December 1, 2015*
*Rev. November 2026*
*Local control/recommended*

# 423 EMPLOYEE - STUDENT RELATIONSHIPS

## I. PURPOSE

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

## II. GENERAL STATEMENT OF POLICY

A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.

B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.

C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.

D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.

E. Other actions that violate this policy include, but are not limited to, the following:

1. Dating students.

2. Having any interaction/activity of a sexual nature with a student.

3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.

4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.

5. Grooming as prohibited under Minnesota Statutes, section 609.352.

F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

***[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]***

G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

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

## III. REPORTING AND INVESTIGATION

A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with the school district's policy (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.

B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

## IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

## V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance,

willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

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

***Cross References:*** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 423 (Employee-Student Relations)
MSBA/MASA Model Policy 507 (Corporal Punishment)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

*Orig. 1995*
*Rev. October 2023*
*Rev. October 2024*
*Rev. August 2025, Nov. 2025*
*Rev. November 2026*
*Mandatory*

# 709 STUDENT TRANSPORTATION SAFETY POLICY

## I. PURPOSE

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

## II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student School Bus Safety Training

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

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

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

   c. appropriate conduct while on the bus;

   d. the danger zones surrounding a school bus;

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

   f. procedures for safe vehicle lane crossing; and

   g. school bus evacuation and other emergency procedures.

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

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

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

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

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

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

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

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

C. Active Transportation Safety Training

1. Training required

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

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

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

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

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

3. Instruction

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

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

## III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

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

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

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

2. Rules at the Bus Stop

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

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

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

   d. Use appropriate language.

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

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

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

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

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

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

3. Rules on the Bus

   a. Immediately follow the directions of the driver.

   b. Sit in your seat facing forward.

   c. Talk quietly and use appropriate language.

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

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

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

   g. Do not throw any object.

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

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

   j. Do not damage the bus.

4. Consequences

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

(1) Elementary (K-6)

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

(2) Secondary (7-12)

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

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

(3) Other Discipline

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

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or

in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

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

(6) Notice

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

(7) Criminal Conduct

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

## IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

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

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

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children to the bus stop 5 minutes before the bus arrives;

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

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

## V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

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

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

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

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

2. reckless driving;

3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;

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

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

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

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

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

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

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

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

## VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota

Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

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

B. Evaluation

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

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

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

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

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

5. Handle emergency situations; and

6. Safely load and unload students.

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

## VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

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

2. Only students assigned to the school bus by the school district shall be

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

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

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

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

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 71:

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

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

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

B. Type III Vehicles

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

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

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

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

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

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

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

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

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

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

    a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver's compartment and be

readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

b. Body fluids cleanup kit. The kits must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.

c. First Aid Kit

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

d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

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

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

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

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

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

following conditions:

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

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

(1) safe operation of a type III vehicle;

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

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

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

(5) handling emergency situations;

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

(7) performance of pre trip vehicle inspections;

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

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

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

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

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

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

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

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

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

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

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

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

h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III

vehicle.

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

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

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

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

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

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

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

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

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

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

d. The operator has submitted to a background check and physical

examination as required by Minnesota Statutes, section 171.321, subdivision 2.

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

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

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

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

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

4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

## VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

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

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

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

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

shall state:

1. the student's name and address;

2. the nature of the student's disabilities;

3. emergency health care information; and

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

## IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

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

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

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

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

## X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school

transportation safety director.

## XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

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

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

Minn. Stat. § 609.02 (Definitions)
Minnesota Rules 1993, part 3520.5120
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

***Cross References:***

MSBA/MASA Model Policy 416 (Drug Alcohol, and Cannabis Testing) MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

***Resources:***

Minnesota Department of Public Safety: School Bus Resources (accessed 10/12/25)

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

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

*Original 1995*
*Revised 2017, 2018, 2023*
*April 2025*
*Rev. October 2026*
*Mandatory*

# 903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

## I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

## II. GENERAL STATEMENT OF POLICY

A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

## III. OFF-CAMPUS LEARNING STUDENTS

A. A student enrolled in off-campus learning, such as post-secondary enrollment options, career and technology education, or other off-campus courses related to their formally established learning plan, may remain at the school site during regular school hours in accordance with established procedures.

B. A student enrolled in an off-site learning course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for the off-campus learning course in accordance with established procedures.

## IV. RESPONSIBILITY

A. The school district administration shall establish visitor and off-campus learning student procedures and requirements. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school

community and the general public.

B. The Superintendent shall be responsible for providing coordination that may be needed throughout the process and for providing a yearly review of the procedures to the School Board every fall at the start of the school year.

## V. VISITOR LIMITATIONS

A. An individual, off-campus learning student, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.

B. Visitors, including off-campus learning students with valid parking passes, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:

1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or

2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.

C. An individual, off-campus learning student, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

***Legal References:*** Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespass )

***Cross References:*** None

# Athletics & Activities Update

November 10, 2026

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

# Captains Council

-*What's Your Juice?*

-Odyssey Planning

-Purpose



# Captains Transformational Purpose Statements

- **Will Karch:**
  Football & Track
- **Mason Urdahl:**
  Football, Hockey, & Baseball
- **Lillian Carlson:**
  Gymnastics
- **Tatum Lyon:**
  Cross Country, Nordic, & Track











# State Participants - Cross Country

Emma DeSouza and
Aidan Downing



# All-State Honorees - Boys Soccer

Saleh Salih and
Hamza Elattaoui






# Coach Awards - Soccer

**Sam Mann** - Section 4AA
Coach of the Year

**Paul Ojambo** - Section 4AA
Assistant Coach of the Year

**Grace Pawlyshyn** - Section 4AA
Assistant Coach of the Year



# Annual Board Report 2025-26

- Student Wellness
- Academic Skills & Love of Learning
- Positive Contributor & Thriving Citizen



# Defining Success: the HEART of all participants

H E A R T

Are they having rewarding experiences?

Are they improving at something they love to do?

Are they becoming better people, not just better performers?

# Programs that serve our students

**29**

**Athletic programs**

14 girls | 14 boys

**8**

**Cooperative programs**

4 girls | 4 boys

**20**

**Hosted programs**
including hosted co-ops (swim, gymnastics)

**26**

**Activities and clubs**

# Student Participation

74.44%
of HS students

49.57%
of MS students

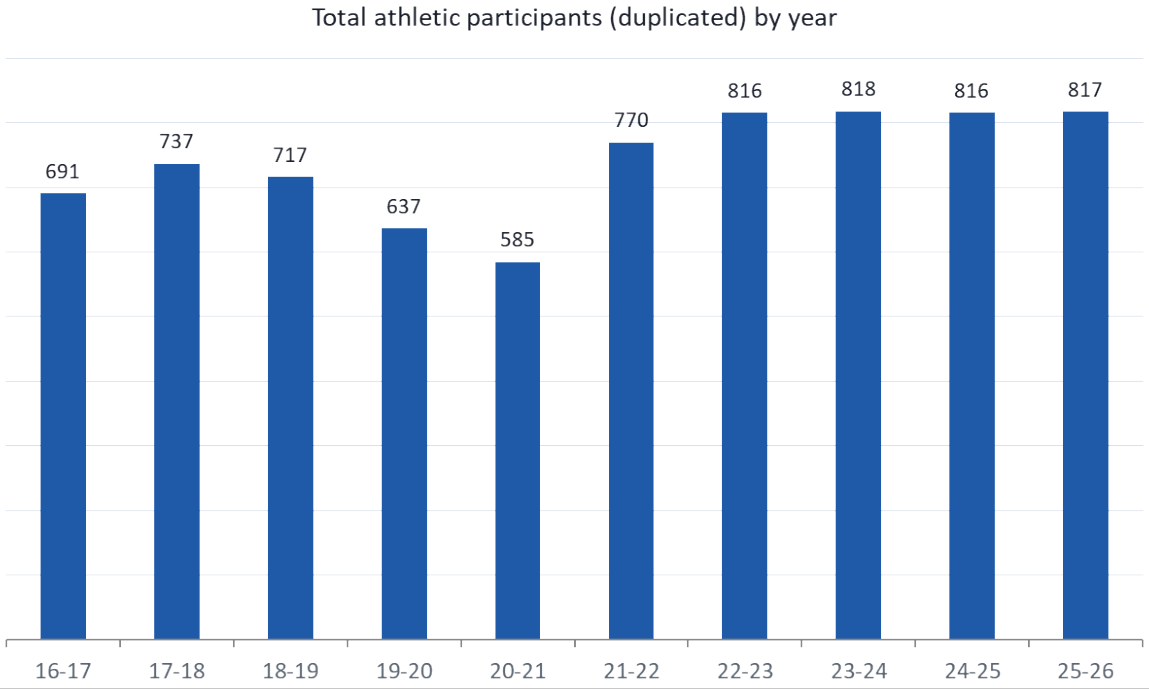


**568 of 763 enrolled students in grades 9-12 participated in at least one sport or activity**

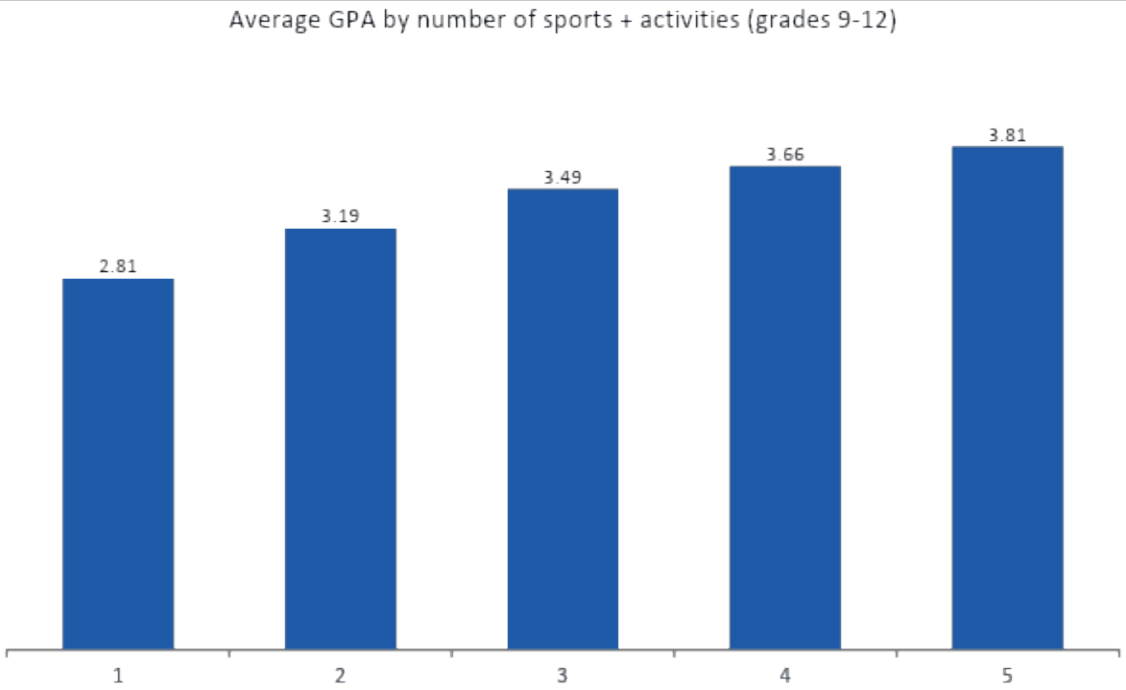
# Athletic Participation Remains Strong

**817**

total athletic participants (duplicated)



# Participation and Grades

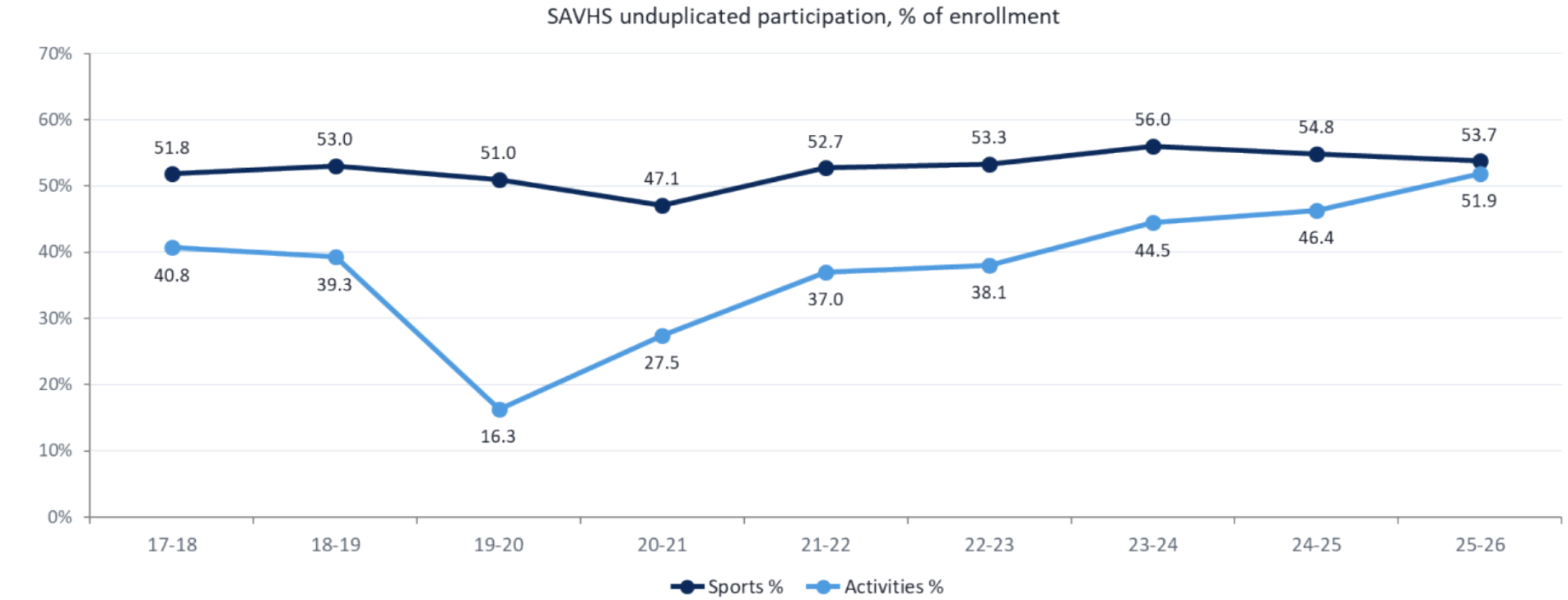



## 2.81 → 3.81

Average GPA rises with each added program, from students in none to students in four or more.

Students with 3 programs also average 11.4 days absent vs 17.6 for students in none.

# SAVHS: sports steady; activities climbing since 2020-21




*Unduplicated = unique students (no double-counting across programs). 2025-26 activities include HIT, Fitness Center and Flag Football for the first time. COVID caveat: 2019-20 and 2020-21 data may contain gaps.*

# Student Interest Survey Highlights

## 92%

### Overwhelming Program Satisfaction

124 of 135 surveyed students report feeling **"Satisfied"** or **"Very Satisfied"** with existing athletic offerings.

## 87%

### Strong Community Impact

87% of students state that participation in sports and after-school activities directly strengthens their sense of community.



## 85% Fostering Meaningful Connection

85% Students reported that their involvement in programs helps them build strong, meaningful connections primarily with peers and classmates

# Thank you!
















St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

# FORM A

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

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

WHEREAS, the Governing Board of St. Anthony Village High School recognizes the value of student participation in MSHSL athletics and fine arts; and

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

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

Dr. Cassandra Palmer _____
Date: Board Chair

Click or tap here to enter text. _____
Date: Board Treasurer

# FORM B

## RESOLUTION OF SCHOOL BOARD/GOVERNING BOARD SUPPORTING

FORM B APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

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

WHEREAS, the Governing Board of St. Anthony Village High School recognizes the value of student participation in MSHSL athletics and fine arts; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools to provide seminars/training opportunities or support for specific school functions for students/faculty members/officials and others who are involved in MSHSL athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of St. Anthony Village High School supports the school's application to the Minnesota State High School League Foundation for a **FORM B** grant.

Dr. Cassandra Palmer
Date: _____ Board Chair

Date: _____ Board Clerk - Treasurer

**A RESOLUTION submitted by an Activity Conference or Region Committee must adhere to the same form and context of the School Board Resolution above.**

**MSHSL Foundation**

FORM B

Expenditure Line Item Budget

Grant Request: Sway Testing (Concussion Evaluation Tool)

Amount Requested: $ 1,616.00

| | | |
|---|---|---|
| Sway Subscprition | | $ 1,616.00 |
| | Total Request | $ 1,616.00 |

Grant Request: Captains and Coaches Leadership Development - Books and Cirriculum

Amount Requested: $ 1,064.35

| | Quantity | Price | Total |
|---|---|---|---|
| The Score Takes Care of Itself - Bill Walsh | 10 | 11.49 | $ 114.90 |
| AthLEADers: Developing the Person - Workbook | 5 | 19.99 | $ 99.95 |
| Win the Day Planner | 50 | 16.99 | $ 849.50 |
| | | | $ - |
| | Total Request | | $ 1,064.35 |

Grant Request: Bus to SALT 5.0

Amount Requested: $ 370.00

| | Quantity | Price | Total |
|---|---|---|---|
| Bus To SALT 5.0 | 1 | 370.00 | $ 370.00 |
| | | | $ - |
| | | | $ - |
| | | | $ - |
| | Total Request | | $ 370.00 |

| | |
|---|---|
| FORM B TOAL REQUEST | $ 3,050.35 |

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

# Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).

**Designation of the Identified Official with Authority for Education Identity and Access Management**

Organization Name: ___St. Anthony- New Brighton School District ISD 282

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): ___0282-01_____

Superintendent or Exec. Director Name: Steve Massey

Will act as the IOwA? __X__ Yes _____ No

If no, identify below the individual who will act as the IOwA for your organization.

---

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: _____

Title: _____

Board Member Signature:

Name/Title: _____

Date: _____

Once the EDIAM Board Resolution is completed, scan and email it to: useraccess.mde@state.mn.us

# St. Anthony-New Brighton Schools Superintendent Search Planning Meeting Agenda

November 10, 2026 – 6:30 PM

____ Introductions

____ Review of Process

- MN statutes
- Board ownership

____ Timeline

____ Vacancy Brochure

____ Public Input

- Q&A with MSBA, Search preview meetings
- Community and staff survey
- Finalist interviews

____ Review Search Agreement

___ Focus groups

___ In-district meetings

___ National advertising

___ Background checks

____ Role of Current Superintendent

____ School Board Spokesperson

____ Ground Rules/Do's & Don'ts

____ In-District Contact Person(s)

____ Confidentiality Employee

____ Two Pre-Screening Priorities for the District

____ Questions

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MINNESOTA SCHOOL BOARDS ASSOCIATION
EXECUTIVE SEARCH SERVICES

# St. Anthony-New Brighton School District

## Superintendent Search Timeline

| | |
|---|---|
| November 10, 2026<br>*(6:30 pm, Regular Meeting)* | Planning Meeting – Board adopts search timeline, reviews hiring criteria and search procedures |
| November 13 – December 10, 2026 | Public Input survey open online and in hard copy; focus groups held with staff and community (optional) |
| November 13, 2026 – January 6, 2027 | MSBA posts opening on local, regional, and national websites, advertises position vacancy, receives applications, and responds to applicants' inquiries |
| Week of Nov 16 or 23, 2026 | MSBA holds Search Preview meetings with district leadership |
| Week of Nov 16 or 23, 2026<br>*(4:00 pm – will be recorded)* | MSBA hosts informational Q&A session on Zoom – will be recorded for viewing throughout the search |
| December **22**, 28, 29, 30, 2026, January 4, 6, 7 or 11, 2027<br>*(Time TBD, Special Meeting)* | Interview Prep Meeting - Board meets for interview training and to discuss public input report, interview questions and procedures |
| January 6, 2027 | Application Deadline |
| January 7 – TBD, 2027 | MSBA conducts screening, preliminary verification of references, pre-interviews of recommended applicants |
| January 8 – TBD, 2027 | Board members review applications |
| Jan 19, 20, 21, 25, **26** or 27, 2027<br>*(Time TBD, Special Meeting)* | Selection Meeting - Board meets to determine finalists, interview questions/procedures; MSBA review interview training |
| January 25, **26**, 27, 28, 29, February 1, 2 or 3, 2027<br>*(Time TBD, Special Meeting)* | R1 Interviews Meeting - Board conducts first round of interviews and selects round two questions |
| February 1, 2, 3, 4, 5, **9** or 10, 2027<br>*(Time TBD, Special Meeting)* | R2 Interviews Meeting - Board holds second round of interviews; Board selects lone finalist and sets negotiations process |
| February TBD, 2027<br>*(Time TBD, if it's a committee)* | Board committee (or designee) begins negotiations of employment contract |
| February TBD, 2027<br>*(Time TBD, Special Meeting)* | Board Meeting - Board meets to approve employment contract |
| July 1, 2027 | New superintendent reports to work |
| August 1 – December 31, 2027 | Board Meeting - New Board Team attends MSBA Transition Workshop |

November 10, 2026

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DRAFT

# St. Anthony - New Brighton ISD 282
## is seeking an exceptional leader to serve as
# Superintendent

**St. Anthony-New Brighton Public Schools** is a first-ring suburban district located just northeast of Minneapolis in Minnesota. The district covers 2.5 square miles and serves St. Anthony Village and New Brighton. District Points of Pride include:

- Academic excellence and high-quality, student-centered instruction
- Comprehensive high school with strong academics, arts, athletics, activities, career pathways, and college-credit opportunities
- Strong performing arts programs in music, theater, and the arts
- Nationally recognized AP program, earning Gold on the 2025 AP School Honor Roll
- High student involvement, with nearly 80% participating in athletics or activities
- Stable enrollment and strong open-enrollment interest
- Strong community support, demonstrated through voter-approved operating and capital project levies
- Close-knit school community within one of Minnesota's smallest geographic districts
- Commitment to belonging, individualized learning, and student success

The district contracts out for both nutrition and transportation services.

## Application Deadline

To be considered for this position, an applicant's completed file must be received by MSBA prior to 11:59 p.m. on TBD, 2027.

## About the Area

St. Anthony-New Brighton Public Schools offers a unique setting for educational leadership within a smaller, close-knit, and supportive community. Strong relationships among schools, families, and community partners create a welcoming environment where connections matter and leaders have the opportunity to make meaningful impact. Additional highlights include:

- Access to the broader Twin Cities education and professional community, while leading in a smaller, relationship-focused district
- Small, closely connected district with schools located near one another, fostering collaboration and visibility
- Ideal Twin Cities location with convenient access to cultural, recreational, dining, and entertainment opportunities
- Strong community support for public education, reflected in voter support for district funding priorities

## Search Timeline

| | |
|---|---|
| **Announce Vacancy** | **TBD, 2026** |
| **Application Deadline** | **TBD, 2027** |
| **Applicant Screening** | **TBD, 2027** |
| **Announce Finalists** | **TBD, 2027** |
| **First Round Interviews** | **TBD, 2027** |
| **Second Round Interviews** | **TBD, 2027** |
| **Superintendent Begins** | **July 1, 2027** |

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# Leadership Profile

The St. Anthony-New Brighton Public School Board seeks a superintendent who leads with integrity, focuses on student success, communicates effectively, and provides strong fiscal leadership. The successful candidate will build trust, foster collaboration, and work closely with the School Board and community to advance district priorities. The successful candidate:

- Demonstrates integrity, honesty, and ethical leadership in relationships and decision-making
- Advances student achievement through data-informed leadership, strong instructional practices, and attention to barriers and opportunity gaps
- Provides strong financial leadership, including responsible resource allocation and fiscal oversight
- Exhibits exceptional communication and listening skills and builds trusting relationships across the district and community
- Recruits, develops, and retains high-quality staff while supporting a strong culture of teaching and learning
- Works collaboratively with the School Board, providing thoughtful recommendations and honoring the district's educational philosophy and community values
- Brings experience with negotiations and collective bargaining and approaches labor relations collaboratively

Previous superintendent experience is preferred but not required.

## Salary and Benefits

A competitive compensation and benefits package, with a starting salary range of $TBD —$TBD will be negotiated commensurate with experience and qualifications. Contract length is negotiable as provided in Minnesota statute. Additional benefits available may include health, life, and LTD insurances, 403(b) match, and more.

## 26-27 Projected Financials

| | |
|---|---|
| General Fund Revenue: | $ 28,060,121 |
| General Fund Expenditures: | $ 28,345,394 |
| Unassigned Fund Balance: | $ 5,465,680 |
| Total General Fund Balance: | $ 9,408,320 |

## ISD 282 By the Numbers

PK-12 Student enrollment: 1,915
Licensed staff members: 158
Non-licensed staff members: 139
Cabinet: 5
Principals/Deans: 3/3
Central Office Staff: 6
District school buildings maintained: 4

## Screening Team

A team from the Minnesota School Boards Association's Executive Search Service (MSBA) has been selected to assist the School Board in securing and screening applicants. The search team will be led by Barb Dorn, MSBA Director of Leadership Development and Executive Search.

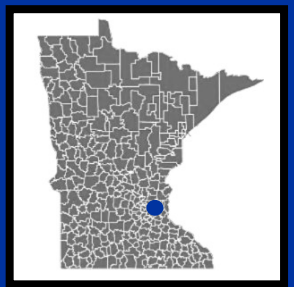
## Deadline and Selection

**MSBA's Executive Search Service uses an online application process. Applicants begin the application process at mnmsba.myrevelus.com. To be considered for this position, an applicant's completed file must be received by MSBA prior to 11:59 p.m. on TBD, 2027.**

**Contact Barb Dorn at 507-508-5501 (bdorn@mnmsba.org) with questions.**

**Applicants are requested to not contact school board members.**

**St. Anthony – New Brighton Public Schools is an equal opportunity employer. The MSBA Executive Search Service is an equal opportunity search agency.**



**Deadline to Apply: TBD, 2027**

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MINNESOTA SCHOOL BOARDS ASSOCIATION
EXECUTIVE SEARCH SERVICES

# ST. ANTHONY-NEW BRIGHTON SCHOOLS: SUPERINTENDENT QUALIFICATIONS

INSTRUCTIONS: From the list below, select the **SIX** items you believe the next superintendent must possess. Leave the remaining choices blank.

| | | |
|---|---|---|
| 1 | Brings knowledge of special education programs and services | |
| 2 | Builds a high-performing leadership team through effective delegation and accountability | 1 |
| 3 | Cultivates business partnerships and promotes community involvement in schools | |
| 4 | Demonstrates experience with negotiations and the collective bargaining process | 2 |
| 5 | Develops trust and works collaboratively with diverse groups and communities | 1 |
| 6 | Engages in the legislative process to advocate for our school district | |
| 7 | Exhibits exceptional communication and listening skills | 4 |
| 8 | Follows the school board's chosen educational philosophy which reflects the community's values | 2 |
| 9 | Fosters positive relationships with the media | |
| 10 | Has experience in developing and/or implementing a strategic plan | 1 |
| 11 | Holds experience in school finance, including resource allocation and fiscal oversight | 4 |
| 12 | Implements practices that support student and staff safety, well-being, and mental health | |
| 13 | Is a leader who demonstrates integrity, honesty, and ethics | 5 |
| 14 | Leads through an equity lens | 1 |
| 15 | Leverages technology and innovation to improve teaching, learning, and operational efficiency | |
| 16 | Maintains a visible and accessible presence across the district and in the community | |
| 17 | Makes timely, informed, and transparent decisions and leads confidently through adversity | 1 |
| 18 | Models a visionary and creative approach to problem-solving | |
| 19 | Mediates effectively with individuals and groups who hold different perspectives | 1 |
| 20 | Possesses a strong academic background with experience in curriculum and instruction | 2 |
| 21 | Promotes student achievement and improved test scores through data-informed leadership | 5 |
| 22 | Provides written, understandable administrative procedures that implement school board policy | 1 |
| 23 | Recruits, develops, and retains high-quality staff | 2 |
| 24 | Understands barriers to student success, including poverty and opportunity gaps | 2 |
| 25 | Works cooperatively with the school board and provides options and recommendations | 2 |

**Is it important that the next superintendent has previous experience as a superintendent? Yes 4 No 2**

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# Vacancy Brochure – Compensation Language

A competitive compensation and benefits package, with a starting salary range of $XXX,XXX-$XXX,XXX, will be negotiated commensurate with experience and qualifications. Contract length is negotiable as provided in Minnesota statute. Additional benefits available may include Health, Life, and LTD insurances, 403(b) match, and more.

**Chapter 110, SF 3852 -- Article 7 Sec. 2. [181.173] SALARY RANGES REQUIRED IN JOB POSTINGS.**

Subdivision 1. Definitions. (a) For the purposes of this section, the following terms have the meanings given.

(b) "Employer" means a person or entity that employs 30 or more employees at one or more sites in Minnesota and includes an individual, corporation, partnership, association, nonprofit organization, group of persons, state, county, town, city, school district, or other governmental subdivision.

(c) "Posting" means any solicitation intended to recruit job applicants for a specific available position, including recruitment done directly by an employer or indirectly through a third party, and includes any postings made electronically or via printed hard copy, that includes qualifications for desired applicants.

(d) "Salary range" means the minimum and maximum annual salary or hourly range of compensation, based on the employer's good faith estimate, for a job opportunity of the employer at the time of the posting of an advertisement for such opportunity.

**Subd. 2. Salary ranges in job postings required. (a) An employer must disclose in each posting for each job opening with the employer the starting salary range, and a general description of all of the benefits and other compensation, including but not limited to any health or retirement benefits, to be offered to a hired job applicant.**

**(b) An employer that does not plan to offer a salary range for a position must list a fixed pay rate. A salary range may not be open ended.**

**EFFECTIVE DATE. This section is effective January 1, 2025.**

Updated: August 2026

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# St. Anthony-New Brighton Public Schools Salary Survey

| District | 24-25 ADMS | Salary | Vacation or PTO | Health Insurance | 403(b) Contribution | Holidays | Sick Leave |
|---|---|---|---|---|---|---|---|
| **St. Anthony-New Brighton*** | **1,821** | **$221,220** | **32 days** | **Same as district contribution for teacher family health** | **Up to $10,000** | **13 days** | **15 days** |
| Brooklyn Center | 2,137 | $235,000 | 30 days | $1,900/month toward health | 5% salary match | 12 days | 15 days |
| Osseo | 20,631 | $286,328 | 32 days | 100% single and family | Match up to the maximum | 12 days | 20 days |
| Columbia Heights | 3,602 | $215,375 | 28 days | 100% single and family | $5,000 | 14 days | 15 days |
| Fridley | 2,585 | $262,500 | 25 days | Equal to FEA Bargaining Group + $2,000 HSA/VEBA | $23,000/year | 12 days | 15 days |
| Spring Lake Park | 6,001 | $266,170 | 39 days PTO | 100% single or family health & dental + $7,000/year VEBA | Dollar-for-dollar match up to 4% of salary | 12 days | Included in PTO |

*St. Anthony-New Brighton information is from Renee Corneille's 2024–2027 contract (2026–27 contract year).

**Additional benefits provided by some districts**

- Dental / Life / Long-term disability insurance
- Personal / bereavement days
- Relocation / car / phone allowances
- VEBA /other retirement plans
- HSA / HRA / Deferred compensation plan
- Retention bonus

# Superintendent Search Survey

The School Board of St. Anthony-New Brighton Public Schools is conducting a search for its next superintendent and is seeking input from students, staff, parents, and community members. The Minnesota School Boards Association (MSBA) has been contracted to assist with the search and will summarize survey responses for presentation to the school board.

**IMPORTANT:** All survey responses will remain anonymous. You are not required to answer every question for your responses to be included.

This survey will provide valuable input for the board to consider as it moves forward in selecting the next superintendent. Please submit your survey by December 10, 2026, to the district office at 3303 33rd Ave NE, St. Anthony, MN 55418. Thank you.

---

Please select the role that best reflects your perspective for this survey. Use only one response.

| | |
|---|---|
| | Business Owner/District Partner or Agriculture |
| | Community Member |
| | Parent/Guardian |
| | Staff Member |
| | Student |
| | Other (please specify) |

From the list below, **select up to six areas of expertise** you believe are most important for the next superintendent to possess. Leave the remaining choices blank.

| | |
|---|---|
| | Budget and Finance |
| | Business Partnerships |
| | Collaborative Leadership |
| | Contract Administration and Negotiations |
| | Cultural Competency |
| | Curriculum Development and Evaluation |
| | Educational Equity |
| | Enrollment Management and Demographic Change |
| | Facilities Planning and Management |
| | Fundraising and Grant Writing |
| | Personnel Management and Employee Relations |
| | Public Relations |
| | School Safety and Crisis Management |
| | Social-Emotional Support Services |
| | Special Education |
| | Strategic Planning |
| | Student Achievement and Assessment Results |
| | Technology and Digital Learning |



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From the list below, **select up to six traits and skills** you believe the next superintendent must possess. Leave the remaining choices blank.

| | |
|---|---|
| | Brings knowledge of special education programs and services |
| | Builds a high-performing leadership team through effective delegation and accountability |
| | Cultivates business partnerships and promotes community involvement in schools |
| | Demonstrates experience with negotiations and the collective bargaining process |
| | Develops trust and works collaboratively with diverse groups and communities |
| | Engages in the legislative process to advocate for our school district |
| | Exhibits exceptional communication and listening skills |
| | Follows the school board's chosen educational philosophy which reflects the community's values |
| | Fosters positive relationships with the media |
| | Has experience in developing and/or implementing a strategic plan |
| | Holds experience in school finance, including resource allocation and fiscal oversight |
| | Implements practices that support student and staff safety, well-being, and mental health |
| | Is a leader who demonstrates integrity, honesty, and ethics |
| | Leads through an equity lens |
| | Leverages technology and innovation to improve teaching, learning, and operational efficiency |
| | Maintains a visible and accessible presence across the district and in the community |
| | Makes timely, informed, and transparent decisions and leads confidently through adversity |
| | Models a visionary and creative approach to problem-solving |
| | Mediates effectively with individuals and groups who hold different perspectives |
| | Possesses a strong academic background with experience in curriculum and instruction |
| | Promotes student achievement and improved test scores through data-informed leadership |
| | Provides written, understandable administrative procedures that implement school board policy |
| | Recruits, develops, and retains high-quality staff |
| | Understands barriers to student success, including poverty and opportunity gaps |
| | Works cooperatively with the school board and provides options and recommendations |



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**Is it important that the next superintendent has previous experience as a superintendent?**

**Yes** _____ **No** _____

From the list below, **select up to six personal characteristics** you believe are most important for the next superintendent to possess. Leave the remaining choices blank.

| | |
|---|---|
| | Approachable |
| | Confident |
| | Consistent |
| | Data-driven |
| | Decisive |
| | Effective Communicator |
| | Empathetic |
| | Flexible |
| | Inclusive |
| | Innovative |
| | Knowledgeable |
| | Problem Solver |
| | Resilient |
| | Resourceful |
| | Sense of Humor |
| | Transparent |
| | Trustworthy |

**Please read and respond to the following questions:**

1. What are some of the good things taking place in St. Anthony-New Brighton Public Schools today?

2. What challenges do you believe the district will face over the next five years?



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3. What should the new superintendent know about the school district's history?

4. What would you like the new superintendent to understand about your community?

Please limit any additional comments to the space provided below:

*Please call Barb at 507-508-5501 if you have any questions regarding this survey. Thank you!*



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# Encuesta de búsqueda del superintendente

La Junta Escolar de las Escuelas Públicas St. Anthony-New Brighton está llevando a cabo un proceso de búsqueda para su próximo superintendente y solicita la opinión de los estudiantes, el personal, los padres y los miembros de la comunidad. Se ha contratado a la Asociación de Juntas Escolares de Minnesota (MSBA, por sus siglas en inglés) para colaborar en dicha búsqueda; esta organización resumirá las respuestas de las encuestas para presentarlas ante la Junta Escolar.

¡Importante! Todas las respuestas a la encuesta permanecerán anónimas. No es necesario responder a todas las preguntas para que sus respuestas sean incluidas.

Esta encuesta proporcionará información valiosa que la junta podrá tener en cuenta a medida que avanza en el proceso de selección del próximo superintendente. Complete y devuelva esta encuesta antes del 10 de diciembre de 2026, a su lugar de recogida o a la oficina del distrito en 3303 33rd Ave NE, St. Anthony, MN 55418. Gracias.

---

Seleccione el título o función que mejor refleje la base o fundamento subyacente de sus respuestas. Utilice solo una respuesta.

| | |
|---|---|
| | Propietario de Negocio/Compañero de distrito OR Agricultura |
| | Miembro de la comunidad |
| | Padre/ Guardián |
| | Empleado del distrito |
| | Estudiante |
| | Otro (especifíquese) |

Lea la lista que se proporciona a continuación. De esta lista, **elija** hasta seis **áreas principales de experiencia** que cree que debe poseer el próximo superintendente. Deje las opciones restantes en blanco.

| | |
|---|---|
| | Presupuesto y Finanzas |
| | Asociaciones comerciales |
| | Liderazgo colaborativo |
| | Administración y negociaciones de contratos |
| | Competencia Cultural |
| | Desarrollo curricular y Evaluación |
| | Equidad Educativa |
| | Gestión de matrículas y cambios demográficos |
| | Planificación y gestión de instalaciones |
| | Recaudación de fondos y Escritura de subvención |
| | Gestión de personal y Relaciones empleados |
| | Relaciones públicas Instalaciones Escolares |
| | Seguridad escolar y Gestión de crisis |
| | Social-Emocional Servicios de apoyo |
| | Educación Especial |
| | Planificación estratégica |
| | Resultados y logros de las pruebas de los estudiantes |
| | Tecnología y Aprendizaje Digital |



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Lea la lista que se proporciona a continuación. De esta lista, **elija hasta** seis **rasgos y habilidades más importantes** que debe poseer el próximo superintendente. Deje las opciones restantes en blanco.

| | |
|---|---|
| | Posee conocimientos sobre programas y servicios de educación especial. |
| | Forma un equipo de liderazgo de alto rendimiento mediante una delegación eficaz y la rendición de cuentas. |
| | Cultiva alianzas estratégicas y promueve la participación de la comunidad en las escuelas. |
| | Demuestra experiencia en negociaciones y procesos de negociación colectiva. |
| | Genera confianza y trabaja en colaboración con diversos grupos y comunidades. |
| | Participa en el proceso legislativo para defender los intereses de nuestro distrito escolar. |
| | Muestra habilidades excepcionales de comunicación y escucha. |
| | Sigue la filosofía educativa adoptada por la junta escolar, la cual refleja los valores de la comunidad. |
| | Fomenta relaciones positivas con los medios de comunicación. |
| | Cuenta con experiencia en el desarrollo y/o la implementación de planes estratégicos. |
| | Posee experiencia en finanzas escolares, incluyendo la asignación de recursos y la supervisión fiscal. |
| | Implementa prácticas que favorecen la seguridad, el bienestar y la salud mental de los estudiantes y el personal. |
| | Es un líder que demuestra integridad, honestidad y ética. |
| | Lidera bajo un enfoque de equidad. |
| | Aprovecha la tecnología y la innovación para mejorar la enseñanza, el aprendizaje y la eficiencia operativa. |
| | Mantiene una presencia visible y accesible en todo el distrito y en la comunidad. |
| | Toma decisiones oportunas, fundamentadas y transparentes, y lidera con seguridad ante la adversidad. |
| | Actúa como modelo de un enfoque visionario y creativo para la resolución de problemas. |
| | Media eficazmente entre personas y grupos que mantienen perspectivas diferentes. |
| | Cuenta con una sólida formación académica y experiencia en currículo e instrucción. |
| | Promueve el éxito estudiantil y la mejora en los resultados de las evaluaciones mediante un liderazgo basado en datos. |
| | Establece procedimientos administrativos claros y comprensibles que ponen en práctica las políticas de la junta escolar. |
| | Recluta, desarrolla y retiene a personal altamente cualificado. |
| | Comprende las barreras que dificultan el éxito estudiantil, tales como la pobreza y las brechas de oportunidades. |
| | Trabaja en colaboración con la junta escolar, ofreciendo diversas opciones y recomendaciones. |

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**¿Es importante que el próximo superintendente tenga experiencia previa como superintendente?**

**Sí**_____ **No**_____

Lea la lista que se proporciona a continuación. De esta lista, **elija** hasta seis **características personales principales** que cree que debe tener el próximo superintendente. Deje las opciones restantes en blanco.

| | |
|---|---|
| | Accesible |
| | Seguro de sí mismo |
| | Consistente |
| | Orientado a los datos |
| | Decisivo(a) |
| | Comunicador(a) eficaz |
| | Empático(a) |
| | Flexible |
| | Inclusivo(a) |
| | Innovador(a) |
| | Experto(a) |
| | Solucionador(a) de problemas |
| | Resiliente |
| | Ingenioso(a) |
| | Sentido del humor |
| | Transparente |
| | Digno de confianza |

**Por favor, lea y responda las siguientes preguntas:**

1. ¿Cuáles son algunas de las cosas buenas que suceder hoy en dia en las Escuelas Públicas de St. Anthony-New Brighton?

2. ¿Qué desafíos cree que enfrentará el distrito durante los próximos cinco años?

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3. ¿Qué debería saber el nuevo superintendente sobre la historia del distrito escolar?

4. ¿Qué le gustaría que el nuevo superintendente comprendiera sobre su comunidad?

Por favor, limite cualquier comentario adicional al espacio que se proporciona a continuación:

*Llame a Barb al 507-508-5501 si tiene alguna pregunta sobre esta encuesta. ¡Gracias!*

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# sahanka kormeerka kormeeraha

Guddiga Dugsiga ee St. Anthony-New Brighton Public Schools ayaa wada baaritaan lagu raadinayo maamulaha xiga, waxaana hadda la codsanayaa talada ardayda, shaqaalaha, waalidiinta, iyo xubnaha bulshada. Ururka guddiyada dugsiyada ee Minnesota (MSBA) ayaa qandaraas lagu siiyay inay gacan ka geystaan raadinta waxayna soo koobayaan faallooyinka sahanka si loo soo bandhigo guddiga dugsiga.

MUHIIM: Jawaabaha sahanka oo dhan waxay ahaan doonaan kuwo aan la aqoonsan karin cidda bixisay. Looma baahna inaad ka jawaabto su'aal kasta si jawaabahaaga loogu daro natiijada.

Sahankan ayaa guddiga u soo bandhigi doona fikrado qiimo leh oo ay tixgeliyaan inta ay ku guda jiraan hawsha xulashada madaxa dugsiyada ee xiga. Fadlan soo gudbi sahankaaga ka hor taariikhda 10-ka Diseembar, 2026, xafiiska degmada ee 3303 33rd Ave NE, St. Anthony, MN 55418. Mahadsanid.

---

fadlan dooro Fadlan ciwaanka ama doorka sida ugu wanaagsan uga tarjumaya saldhigga hoose ama aasaaska jawaabahaaga. Hal jawaab kaliya isticmaal.

| | |
|---|---|
| | mulkiilaha ganacsiga / lammaane degmada / beeraha |
| | xubinta bulshada |
| | waarid/mas'uul |
| | xubin shaqaale |
| | arday |
| | mid kale (fadlan sheeg) |

Hoos ka akhriso liiska lagu soo bandhigay. Liiskan, ka dooro lixda goobood ee ugu sarreeya ee khibradda aad aaminsan tahay in kormeeraha xiga uu leeyahay. Ku daa doorashooyinka soo hadhay bannaan.

| | |
|---|---|
| | Miisaaniyadda iyo Maaliyadda |
| | Iskaashiga Ganacsiga |
| | Hoggaanka Iskaashiga |
| | Maamulka Qandaraaska iyo Wadahadallada |
| | Aqoonta Dhaqanka |
| | Horumarinta iyo Qiimaynta Manhajka |
| | Sinnaanta Waxbarashada |
| | Maamulka Diiwaangelinta iyo Isbeddelka Tirakoobka |
| | Qorshaynta iyo Maareynta Xarumaha |
| | Aruurinta Lacag-ururinta iyo Qorista Deeqaha |
| | Maamulka Shaqaalaha iyo Xiriirka Shaqaalaha |
| | Xiriirka Dadweynaha |
| | Maamulka Badbaadada Dugsiga iyo Maareynta Dhibaatooyinka |
| | Adeegyada Taageerada Bulshada-Dareenka |
| | Waxbarashada Gaarka ah |
| | Qorshaynta Istaraatiijiyadda |
| | Natiijooyinka Guusha Ardayga iyo Qiimaynta |
| | Tiknoolajiyadda iyo Waxbarashada Dijitaalka ah |



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Hoos ka akhriso liiska lagu siiyey. Liiskan, ka dooro lixda dabeecadood ee ugu muhiimsan ama xirfadaha uu kormeeraha xiga leeyahay. Ku daa doorashooyinka soo hadhay oo bannaan.

| | |
|---|---|
| | Wuxuu/way leeyahay aqoon ku saabsan barnaamijyada iyo adeegyada waxbarashada gaarka ah. |
| | Wuxuu/way dhisaa koox hoggaamineed oo waxqabad sare leh isagoo/iyadoo si wax ku ool ah u qaybinaya masuuliyadaha isla markaana hubinaya isla xisaabtanka. |
| | Wuxuu/way kobciyaa iskaashiga ganacsiyada wuxuuna/way dhiirrigeliyaa ka qaybgalka bulshada ee dugsiyada. |
| | Wuxuu/way leeyahay waayo-aragnimo ku saabsan wada-xaajoodyada iyo habka gorgortanka wadajirka ah. |
| | Wuxuu/way dhisaa kalsooni wuxuuna/way si wadajir ah ula shaqeeyaa kooxo iyo bulshooyin kala duwan. |
| | Wuxuu/way ka qaybqaataa geeddi-socodka sharci-dejinta si uu/ay ugu doodo danaha degmo-dugsiyeedkeenna. |
| | Wuxuu/way muujiyaa xirfado aad u wanaagsan oo isgaarsiin iyo dhegeysi ah. |
| | Wuxuu/way raacaa falsafadda waxbarasho ee guddiga dugsigu doortay, taas oo ka tarjumaysa qiyamka bulshada. |
| | Wuxuu/way kobciyaa xiriir wanaagsan oo lala yeesho warbaahinta. |
| | Wuxuu/way leeyahay waayo-aragnimo ku saabsan diyaarinta iyo/ama hirgelinta qorshe istiraatiiji ah. |
| | Wuxuu/way leeyahay waayo-aragnimo ku saabsan maaliyadda dugsiyada, oo ay ku jiraan qoondaynta kheyraadka iyo kormeerka maaliyadeed. |
| | Wuxuu/way hirgeliyaa hab-dhaqanno taageera badbaadada, fayo-qabka, iyo caafimaadka maskaxda ee ardayda iyo shaqaalaha. |
| | Waa hoggaamiye muujiya daacadnimo, run-sheegid, iyo anshax wanaagsan. |
| | Wuxuu/way hoggaamiyaa isagoo/iyadoo tixgelinaya sinnaanta iyo caddaaladda. |
| | Wuxuu/way adeegsadaa tiknoolajiyada iyo hal-abuurka si loo horumariyo waxbaridda, barashada, iyo hufnaanta hawlaha. |
| | Wuxuu/way joogitaan muuqda oo la heli karo ku leeyahay guud ahaan degmo-dugsiyeedka iyo bulshada dhexdeeda. |
| | Wuxuu/way gaaraa go'aanno waqtigooda ku habboon, xog-ogaal ah, oo daahfuran, wuxuuna/way si kalsooni leh u hoggaamiyaa xilliyada adag. |
| | Wuxuu/way tusaale u noqdaa hab aragti fog iyo hal-abuur leh oo lagu xalliyo dhibaatooyinka. |
| | Wuxuu/way si wax ku ool ah u dhexdhexaadiyaa shakhsiyaad iyo kooxo leh aragtiyo kala duwan. |
| | Wuxuu/way leeyahay aqoon waxbarasho oo xooggan iyo waayo-aragnimo ku saabsan manhajka iyo waxbaridda. |
| | Wuxuu/way kor u qaadaa guusha ardayda iyo natiijooyinka imtixaannada isagoo/iyadoo adeegsanaya hoggaamin ku salaysan xog. |
| | Wuxuu/way bixiyaa habraacyo maamul oo qoran, la fahmi karo, kuwaas oo lagu fuliyo siyaasadaha guddiga dugsiga. |
| | Wuxuu/way shaqaaleysiiyaa, horumariyaa, oo sii hayaa shaqaale tayo sare leh. |
| | Wuxuu/way fahamsan yahay caqabadaha hortaagan guusha ardayda, oo ay ku jiraan saboolnimada iyo kala duwanaanshaha fursadaha. |
| | Wuxuu/way si iskaashi leh ula shaqeeyaa guddiga dugsiga wuxuuna/way soo bandhigaa ikhtiyaarro iyo talooyin. |



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**Waa muhiim in kormeeraha soo socdaa uu waayo-aragnimo hore u leeyahay kormeere ahaan?**

**Haa** _____ **Maya** _____

Hoos ka akhriso liiska lagu siiyey. Liiskan, ka dooro lixda astaamood ee ugu sarreeya ee aad aaminsan tahay in kormeeraha xiga uu leeyahay. Ku daa doorashooyinka soo hadhay oo bannaan.

| | |
|---|---|
| | La heli karo |
| | Kalsooni |
| | Isku-dhafan |
| | Xog-ku-saleysan |
| | Go'aan qaadasho |
| | Xidhiidhiye Waxtar leh |
| | Dareen leh |
| | Dabacsan |
| | Ka-mid ah |
| | Cusub |
| | Aqoon leh |
| | Xaliyayaasha Dhibaatada |
| | Adkeysi leh |
| | Khabiir leh |
| | Dareen Kaftan ah |
| | Daahfuran |
| | Lagu kalsoonaan karo |

**fadlan akhri oo kajawaab su'aalahaan soo socda:**

1. waa maxay wax yaalaha wanaagsan ee ka dhacaya St. Anthony-New Brigton Public Schools maanta?

2. Caqabado noocee ah ayaad aaminsan tahay in degmadu ay la kulmi doonto shanta sano ee soo socota?



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3. Maxaa laga rabaa inuu ogaado kormeeraha guud ee cusub oo ku saabsan taariikhda degmada dugsiga?

4. Maxaad jeclaan lahayd in maamulaha guud ee cusubi uu ka fahmo bulshadiina?

Fadlan ku koob wixii faallooyin dheeraad ah booska hoose:

*Fadlan ka wac Barb 507-508-5501 haddii aad wax su'aalo ah ka qabto sahamintan. Mahadsanid!*



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# COMMUNITY ENGAGEMENT

*Describe strategies used successfully with previous clients to secure broad, meaningful participation, especially among students and voices that are often underrepresented. Also explain how you will incorporate findings from the district's recent and upcoming engagements into the search process, including the firm's search-related engagement activities, informing the development of the leadership profile, and connection with recruitment strategies.*

## MSBA Summary Statement:

Rather than treating public input as a stand-alone search activity, MSBA will combine findings from the district's community engagement with our own activities to inform the entire search. An early online **survey** - available to all staff, parents, students, community members, and district constituents - will gather both quantitative priorities for candidate qualifications and qualitative insights about district challenges and opportunities.

MSBA also hosts a virtual, recorded **Q&A session** to ensure everyone has access to accurate information about the search process, a tool that builds trust and reduces misinformation.

Early **Search Preview meetings** with district leadership will help broaden participation across formal and informal networks, and prevents rumors from taking root in the search process.

**Focus Groups** and/or **Listening Sessions** will also be carefully designed and implemented to avoid inequities resulting from access (or lack thereof) to participate, and information gleaned from these sessions will be synthesized with the district's gathered data as well.

During the interview phase MSBA will also support the board in offering **Public Input Forums** or **interview committees**, providing guidance on the benefits and risks of broader involvement and training participants to ensure full compliance with employment law.

Throughout the search any engagement work the district has already completed will be seamlessly woven into MSBA's process to provide a wrap-around view of community needs and perspectives in creating both the leadership profile and recruitment initiatives. This strategy will strengthen credibility and community ownership throughout the entire process.



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# PUBLIC INPUT

Several public involvement-related opportunities are included in MSBA's search package, including:

- an online **Survey**, open to all staff, parents, students, community members, and district constituents
  - ◊ This survey will include gathering quantitative information regarding the highest priorities for candidate background, skill set, experience, and personal characteristics.
  - ◊ It will also gather qualitative information through open-ended questions regarding the opportunities and challenges facing St. Anthony-New Brighton Public Schools, and what type of individual could most effectively lead the district.
  - ◊ This survey will be offered in multiple languages per the district's request, as well as hard copies to ensure access for those unable or uninterested in taking the survey electronically.
- an **Informational Q&A session** for all members of the public regarding the superintendent search process. This proprietary session is hosted virtually by MSBA and is recorded to ensure all those interested in the search process have access to accurate and factual information. The recording will then be made available on the district website throughout the duration of the search. Launched three years ago, these ***Q&A with MSBA*** sessions have proven to be one of the most effective tools a district can utilize to increase both the credibility and transparency of their search, and to limit toxic misinformation. Through leveraging the power of sharing information, these unique ***Q&A*** sessions have solidified MSBA's reputation as a provider of clear, accessible, and public-inclusive superintendent search services. No other search firm provides this level of transparency to ensure a successful start to your district's search process.
- ***Search Preview meetings*** with internal district leadership also occur early in the search. The purpose of these meetings is to share information, answer any and all questions they may have, and ask for their help to ensure participation in the search process from both their formal and informal spheres of influence.
- **Focus Groups** and/or **Listening Sessions** can be offered early in the search process to gather input in consultation with the school board. The compilation of these group sessions will be representative of groups across the district, and designed and facilitated to ensure the gathering of useful information.
- Public **Input Forums** or **Interview Committees** will also be offered in conjunction with the second round of interviews. Several options will be provided to the board for consideration, along with a review of the opportunities and pitfalls tied to involving anyone other than the board in the interview process. If selected as an option, MSBA will also train participants to ensure adherence to all legal requirements of the search.

## A la carte Options

Additional options for the school board to consider in gathering public input toward the end of the process are **Input, Information**, or **Interaction** opportunities with the finalists. If desired, these will be custom-designed in conjunction with the board to ensure that the purpose, goals, and outcomes of these opportunities align with the school board's intentions. Examples of these additional opportunities for finalists could include informal meet-n-greets throughout the district's buildings, interactions with city or county officials, and/or community Q&A sessions. All of these opportunities will be presented to the board along with the corresponding risks and opportunities, which will allow the school board to make the most informed decisions possible for St. Anthony-New Brighton Public Schools as the search reaches its conclusion.

**NOTE:** If additional public-focused opportunities are requested, MSBA's a la carte fee for these additional services is $1,395 per day or $300 per group activity.


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# SUMMARY OF SEARCH SERVICES

The proposed search for St. Anthony-New Brighton Public Schools includes the services outlined below.

**The MSBA Search Team will:**

- Conduct an initial planning meeting with the school board to establish the search timeline, define hiring criteria and public involvement, identify the district's position in the marketplace, determine advertising venues, and finalize all processes and procedures for conducting the search.
- Collect public input through an online qualifications and quantitative data survey (in multiple languages as requested by the district). Results will be summarized for the school board by MSBA.
- Conduct focus groups and/or listening sessions with a cross-section of district constituencies if requested by the district. Results will be summarized for the school board by MSBA.
- Host an online informational ***Q&A with MSBA*** session for all members of the public regarding the superintendent search process, and provide the recording for placement on the district's website.
- Hold ***Search Preview meetings*** with district administrators and leadership of the bargaining units.
- Develop a color vacancy announcement and post on statewide job sites, in Revelus through the national NASS network, and on national job sites. Also share with district for placement on its website.
- Directly contact Superintendents, Assistant/Associate Superintendents, Cabinet Members, and Principals across the state to inform them of the vacancy and application procedures.
- Directly contact potential candidates outside the state of Minnesota to recruit and inform them of the vacancy and application procedures.
- Develop all application procedures, handle applicants' calls and correspondence, collect and review applicants' files, and receive applicants' credentials.
- Screen the applicant pool against the school board's established hiring criteria and leadership profile.
- Conduct preliminary verification of references and pre-interviews and vetting of applicants who best meet the school board's hiring criteria and leadership profile as determined by MSBA's screening team. Results of the public survey will also be incorporated into the screening process.
- Conduct a meeting with the school board for purposes of interview training, developing interview questions, and clarifying interview schedules.
- Conduct a meeting with the school board for purposes of presenting candidate recommendations so the school board can select finalists to interview, and clarifying remaining steps of the search process.
- Coordinate with finalists and be present during the first and second rounds of interviews.
- Prepare a news release for the district to send to the media, school district staff, and community that includes the names of the finalists who will be interviewed.
- Facilitate public involvement in the second round of interviews, if requested.
- Prepare a news release for the district to send to the media, school district staff, and community introducing the new superintendent.
- Assist in developing a transition plan for the new superintendent, if requested.
- Visit the new superintendent during their first year of employment.
- Facilitate a Transition Workshop to develop goals and/or expectations for the school board and superintendent within six months after the new superintendent begins work in the school district.


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# FEES AND EXPENSES

*Provide a firm price for the complete search, including travel and incidentals. Itemize optional components and every expense that would be SANB's responsibility. Clearly state any assumptions or conditions affecting price.*

## MSBA Summary Statement:

In March 2026 the St. Anthony-New Brighton School Board participated in MSBA's "Hiring the Right Superintendent" workshop and paid $1,395 for MSBA to present this workshop in-person at a board meeting in St. Anthony. This cost will be credited toward MSBA's base fee for the upcoming search ($18,900), which results in a final cost to the district of **$17,505** if MSBA is selected as the search firm to assist your school board with the search process.

Therefore, for a comprehensive fee of $17,505 St. Anthony-New Brighton Public Schools will receive MSBA's full-service, expert support throughout every stage of the superintendent search - from inclusive public engagement and strategic search planning to statewide and national recruitment, rigorous applicant screening, finalist recommendations, board interview training, communications support, transition services, and in-depth background and credential checks for semi-finalists and finalists.

This all-inclusive approach delivers exceptional value by covering the MSBA search team's time, expenses, travel, in-person participation, interview attendance, and ongoing support without additional search firm or consultant charges.

However, if the board chooses to expand public participation beyond what's standard in MSBA's search process (this is rare due to MSBA's robust community engagement process), customized options are also available for $1,395 per day or $300 per group.

Refreshments, childcare, interpretation services, board member stipends, and candidate travel or lodging are not included in this fee.

Finally, with no potential conflicts of interest and services and fees negotiable to meet the district's needs, MSBA offers SANB a transparent, adaptable, and well-supported process designed to help the board confidently select and successfully transition its next superintendent.



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# ADDITIONAL FEE INFORMATION

The professional services fee for St. Anthony-New Brighton Public Schools's superintendent search is **$18,900**. This includes the **MSBA search team's time and all expenses**, **in-person attendance** at all search -related activities, **public survey** facilitation and summary report, **Focus Groups** and/or **Listening Sessions**, ***Search Preview*** meetings with internal district leadership, ***Q&A with MSBA*** session open to all members of the public, development of **vacancy brochure**, **statewide and national postings** on jobs boards, all **application procedures**, **applicant screening**, **finalist recommendations**, **board interview training**, preparation of **news releases**, and **MSBA's Transition Workshop**. This fee also includes **in-depth background checks** of all semi-finalists and finalists, comprised of national criminal background checks as well as verification of employment, educational credentials, and professional licensure.

A la carte options of **customized public involvement** beyond the above services will be provided for $1,395 per day or $300 per group (if desired). These options would be added solely at the discretion of the school board and discussed in greater detail to help balance creating the most inclusive public involvement possible with the board's inherent role as the sole hiring authority for the position of superintendent.

In addition, **MSBA does not charge for consultant travel, attendance at interviews, transition services, or any initial or ongoing support of the new board team**. As noted earlier, a credit of $1,395 for the board's previous participation in MSBA's "Hiring the Right Superintendent" workshop will also be applied to the base fee, bringing the final cost for all MSBA services down to **$17,505.**

Any language interpretation, refreshments, childcare costs, or school board member stipends or expenses associated with finalists' interviews (i.e. travel and lodging for candidates) are not included in this fee range.

Finally, MSBA has no potential conflicts of interest in providing these search services to St. Anthony-New Brighton Public Schools, and the level of services and fee included in this proposal are negotiable based on the school board's needs.

## Satisfaction Guarantee

MSBA conducts all superintendent searches from a strong school board perspective, and with impartiality and professionalism while focusing on the board's identified hiring criteria and leadership profile. If, at any time during the first year of the new superintendent's contract the board releases the superintendent, MSBA will conduct a second superintendent search for no additional fee. However, the school board would be responsible for new direct expenses, if any, incurred by MSBA for the second search.

NOTE: this guarantee is dependent upon the new board team's participation in the Transition Workshop, which must be held within six months after the new superintendent begins work in the district. Also, the candidate hired as superintendent must have been included in MSBA's recommended slate of applicants. Having seen all applications the board may choose to interview candidates not recommended by MSBA; however, this search guarantee is only applicable if the new superintendent was a part of our original slate of applicants recommended upon conclusion of MSBA's vetting process.






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MINNESOTA SCHOOL BOARDS ASSOCIATION
EXECUTIVE SEARCH SERVICES

# Two screening priorities (Sample application questions)

1. What is your vision for the future of education? How would you align your vision with the district's mission, goals, and strategic plan?
2. What are some strategies or initiatives that you have implemented or supported to promote collaboration, trust, and respect with staff, students, families, and community partners in your previous or current roles?
3. Describe a situation where you needed to communicate effectively and transparently with a diverse audience, either internally or externally. How did you handle a sensitive or controversial issue or message during that experience?
4. Give an example of how you have managed human, financial, physical, or technological resources within a district. How did you ensure accountability, equity, and efficiency in the allocation and utilization of these resources?
5. Can you provide an example of a time when you demonstrated ethical and professional conduct in a leadership role? How did your actions influence those around you?
6. Tell us about a time when you modeled and upheld your district's values and policies. How did your actions influence those around you?
7. Describe your direct experience managing school district finances. Can you share a specific example that illustrates your knowledge in this area?
8. Share an initiative that you are most proud of leading or being a part of within your district. Explain what your role was, and what the impact was on students.
9. How do you assess the effectiveness of your leadership style and communication skills, and what steps do you take to improve them?
10. Tell us about your current approach to evaluation and professional development of teachers and administrators, and what criteria do you use to measure their performance and growth?
11. Give an example of how you have used data and evidence to inform your decision-making and problem-solving processes. How did you communicate your rationale and outcomes to relevant parties?
12. Can you share a specific instance where you addressed the academic, social, or emotional needs of at-risk, special needs, or gifted and talented students? What approach did you take and what was the outcome?
13. Describe a time when you promoted equity or inclusion in your district. What strategies did you use to address gaps or disparities in achievement, opportunity, or access, and what results did you see?
14. How do you balance competing priorities and demands, and how do you manage your time and resources efficiently and ethically?
15. How do you cope with stress and maintain your well-being and resilience as a leader?

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St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

*Orig. 1995*
*Rev. October 2025*
*Rev. October 2026*
*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 presented to the school board for discussion. These guidelines and directives are outlined in our Student Rights and Responsibility document which is sent to families and students annually which are also posted on our District website.

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 the person's ~~his or her~~ lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

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

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the 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.

## 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. Clothing or appearance that may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities, may incite or contribute to substantial disorder or

invasion of the rights of others, or pose a threat to the health or safety of the student or others.;

~~[Note: This revision aligns the language with MSBA's Model Policy 504: Student Dress and Appearance. The school district should use a description that aligns with the district's student dress and appearance policy.]~~¶

¶

OR ~~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.

1. "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.

2. 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.]**

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

   a. 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;

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

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

   d. 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.

4. 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.

## 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 or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

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

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

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

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a. preschool or prekindergarten program, including an early childhood family education, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. Definition of "Suspension"

"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.

The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a

disability.

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.

2. Opportunity to Complete School Work

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. Parent/Guardian Meeting

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. Readmission Plan

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 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. Child with a Disability

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

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. Informal Administrative Conference

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. Administrative Options

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. Written Notice

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. Notification

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.

In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

12. 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 their parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

## XIII. EXPULSION AND EXCLUSION PROCEDURES

**[Note: This Article has been streamlined and headings have been added to improve readability. The content has not changed.]**

A. Definitions

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.

B. Proceedings

1. 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.

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.

2. Notice

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.

3. Right to a Representative

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.

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.

4. Hearing

a. 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.

b. Hearing Schedule

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.

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.

c. Access to Records

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.

d. Hearing officer

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.

e. Evidence and Testimony

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.

The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

The student cannot be compelled to testify in the dismissal proceedings.

f. Recording

The school district shall record the hearing proceedings at district

expense, and a party may obtain a transcript at its own expense.

g. Findings and Recommendation

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.

5. School Board Decision

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.

6. Appeal

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.

7. Report

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.

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.

## XIV. 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.

## XV. 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.

## XVI. 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.

## XVII. STUDENTS WITH DISABILITIES

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i)

caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP.

If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

## XVIII. 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.

## XIX. 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.

## XX. 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.

## XXI. 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

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

*Adopted: 2017*
*Revised: 2023*
*Rev: October 2024*
*Rev. October 2025*
*Rev. June 2026*
*Mandatory - Annual*

# 722 PUBLIC DATA AND DATA SUBJECT REQUESTS

## I. PURPOSE

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

## II. GENERAL STATEMENT OF POLICY

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

## III. DEFINITIONS

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

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

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

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

E. **Individual**

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. **Inspection**

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data.

For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. **Not Public Data**

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

H. **Nonpublic Data**

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

I. **Private Data on Individuals**

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

J. **Protected Nonpublic Data**

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

K. **Public Data**

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

L. **Public Data Not on Individuals**

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

M. **Public Data on Individuals**

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

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

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

## IV. REQUESTS FOR PUBLIC DATA

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

1. A request for public data must include the following information:

   a. Date the request is made;

   b. A clear description of the data requested;

   c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

   d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

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

1. The responsible authority will notify the requestor in writing as follows:

a. The requested data does not exist; or

b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

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

c. ~~The requested data does exist and provide arrangements for inspection of the data.~~ If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the agreed upon inspection date, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

~~The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place agreed upon for inspection of the data or the data is not picked up within five (5) business days after the agreed upon date for inspection, the school district will conclude that the data is no longer wanted and will consider the request suspended.~~

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

C. ~~If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the agreed upon inspection date, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.¶~~

## V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a) Date the request is made;

b) A clear description of the data requested;

c) Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d) Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

## VI. DATA BY AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department

of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

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

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

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

## VIII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:

   a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

   b. More than one hundred (100) pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

      (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

      (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash or check in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

   a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

   b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

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

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

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

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

## IX. SAFE AT HOME PARTICIPANTS AND DATA PRIVACY

Prohibition of Discrimination

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

A. refuse to provide education services to an individual;

B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or

C. otherwise discriminate against an individual.

## X. ANNUAL REVIEW AND POSTING

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

**Data Practices Contacts**

**Responsible Authority:**
Superintendent
3303 33rd Avenue NE, St. Anthony, MN 55418
612-706-1000; datarequest@isd282.org

**Data Practices Compliance Official:**
Wendy Webster
3301 Silver Lake Road, St. Anthony, MN 55418
612-706-1170; datarequest@isd282.org

**Data Practices Designee(s):**
Communications Specialist
3301 Silver Lake Road, St. Anthony, MN 55418
612-706-1000; datarequest@isd282.org

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

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

***Resources:*** *MN Department of Administration: Actual Cost*
*MN Department of Administration: Copy Costs*
*MN Department of Administration: Education Data*

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

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*Reviewed and Adopted 2022*
*Rev Jan. 9, 2024*
*Rev Aug 2025*
*Rev. 2026*
*Mandatory*

# 524 TECHNOLOGY RESPONSIBLE USE AND SAFETY POLICY

## I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access both on and off district property to school district technology resources and acceptable and safe use of the Internet, including electronic communications.

## II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district ~~district~~ technology resources, which includes district devices, Internet access, the local network, and electronic communications, the school district considers its own stated educational mission, goals, and objectives. Digital literacy skills are now fundamental to preparation of digital citizens and future employees. Access to the school district's local network and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district technology resources, local network and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

The district recognizes the importance of online social media networks as a communication and learning tool. Social media includes websites and applications that enable users to create and share content or to participate in social networking. Toward that end, the District provides password-protected social media tools and District-approved technologies for e-learning and encourages use of District tools for collaboration by employees. However, public social media networks, outside of those sponsored by the District, may not be used for classroom instruction or school-sponsored activities without the prior authorization of the Superintendent, or designee, and parental consent for student participation on social networks.

Staff have the same responsibility for addressing inappropriate student behavior or activity on these networks as you would in a classroom, including requirements for mandated reporting.

## III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to district technology resources. The purpose is more specific than providing students and employees with general access to the Internet. District technology resources have a limited educational purpose, which includes use for classroom activities, educational research, and professional or career development activities. Users are expected to use district technology resources to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network. Although district technology resources are intended for use related to the conduct of the school district business, employees may access district technology resources and/or Internet for limited, occasional, and brief personal use that does not interfere with the conduct of school district business, subject to state and federal law, the restrictions of board policy, district operating procedures on acceptable district technology use, and directives or guidelines of an employee's supervisor or other school district official. When utilizing district technology resources for personal use, employees should attempt to do so during non-duty hours.

## IV. USE OF RESOURCES ARE A PRIVILEGE

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

## V. UNACCEPTABLE USES

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

1. Users will not use district technology resources to access, review, upload, download, store, print, post, receive, transmit, or distribute:

a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

c. materials that use language or images that are inappropriate in the

education setting or disruptive to the educational process;

d. information or materials that could cause damage or danger of disruption to the educational process;

e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the school district technology resources to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

3. Users will not use the school district technology resources to knowingly engage in any illegal act or violate any local, state, or federal statute or law.

4. Users will not use the school district technology resources to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district technology resources software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district technology resources in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district technology resources to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district technology resources to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

   a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such

communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

(1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

(2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

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

c. These prohibitions specifically prohibit a user from utilizing the school district technology resources to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.

7. (NOTE: IT took this first sentence out of Compliance Training)Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district network or any other system through the use of district technology resources, attempt to log in through another person's account, or use computer accounts, access codes, or network identification, or digital signature other than those assigned to the user. Messages and records on the school district technology resources may not be encrypted without the permission of appropriate school authorities.

8. Users will not use the school district technology resources to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

9. Users will not use the school district technology resources for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district technology resources to offer or provide goods or services or for product advertisement. Users will not use the school district technology resources to purchase goods or services for personal use without authorization from the appropriate school district official.

10. Users will not use the school district technology resources to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

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

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

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

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

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

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

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

        (2) the altered or generated image or video is so realistic that a reasonable person would believe that

the intimate part belongs to the identifiable individual.

B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district technology resources and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

## VI. FILTER

A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

B. The term "harmful to minors" means any picture, image, graphic image

file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

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## VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district technology resources and use of the Internet shall be consistent with school district policies and the mission of the school district.

## VIII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district technology resources, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on district technology resources.

B. Routine maintenance and monitoring of the school district technology resources may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district technology resources may be subject to review, disclosure or discovery under Minnesota Statutes Chapter 13 (Minnesota

Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district technology resources.

A. School district employees should be aware that when connecting personal devices to your school email accounts, including personal smartphones, the district requires your device to set a passcode to protect data you will be retrieving from our servers. All lost devices connected to the district network resources (i.e. e-mail, cloud storage, or wireless networks) should be reported to the Technology Department as soon as possible.

## IX. TECHNOLOGY RESPONSIBLE USE AGREEMENT

A. The proper use of district technology, and the educational value to be gained from proper technology use, is the joint responsibility of students, parents, and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access district technology resources.

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

## X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

## XI. USER NOTIFICATION

A. All users shall be notified of the school district policies relating to district technology use.

B. This notification shall include the following:

1. Notification that district technology use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:

a. Information stored on school district storage mediums or systems.

b. Information retrieved through school district computers, networks, or online resources.

c. Personal property used to access school district computers, networks, or online resources.

d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet-based accounts available upon request.

4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate

to local, state, and federal laws.

## XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents bear responsibility for the same guidance of district technology resources and Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district technology resources and of the Internet if the student is using district technology resources from home or a remote location.

B. Parents will be notified that their students will be using school district technology and that the school district will provide parents the option to request alternative activities not requiring technology access. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Technology Responsible Use Agreement must be signed annually by the user and the parent or guardian prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

## XIII. SCHOOL-ISSUED DEVICES

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not

limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

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

## XIV. ELECTRONIC COMMUNICATIONS DEVICES

1. The School Board directs the Superintendent to create electronic communications device (including but not limited to cell phones) rules that addresses device use during the instructional day, use of devices to engage in conduct prohibited by school policies, device search rules, and disciplinary actions up to and including confiscation or provision of devices to law enforcement, and how devices will be returned.

## XV. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

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

## XVI. IMPLEMENTATION; POLICY REVIEW

A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.

B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district technology resource use policies and procedures are available for review by all parents, guardians, staff, and members of the community.

D. ~~Because of the rapid changes in the development of technology resources, the school board shall conduct an annual review of this policy.¶~~

~~**[Note: The annual review provision has been removed in line with guidance published in the MSBA Policy Services Newsletter (June 2022)].**~~

***Legal References:***
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, Subd. 5 (Definitions)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)

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*Mahanoy Area Sch. Dist. v. B.L.,* 594 U.S. 180___, 141 S. Ct. 2038 (2021)
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969)
*United States v. Amer. Library Assoc.*, 539 U.S. 1942003)

*Sagehorn v. Indep. Sch. Dist. No. 728*, 122 F.Supp.2d 842 (D. Minn. 2015)
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 (D. Minn. 2012)
*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
*S.J.W. v. Lee's Summit R-7 Sch. Dist.*, 696 F.3d 771 (8th Cir. 2012)
*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)

***Cross References:***

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