



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Thursday, February 20, 2025
SPCC-Governor's Room, 600 S. 5th St., Saint Peter, MN
56082
5:00 PM

I. Call Meeting to Order	
II. Pledge of Allegiance	
III. Consideration and Adoption of the Agenda	
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V. Approval of Consent Agenda Items	3
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b. Business Committee	
c. Policy Committee	
d. HR Committee	
e. Ad Hoc Legislative Committee	
X. Upcoming Meetings of the School Board	
School Board Study Session	
Monday, March 3, 2025	
6:30 PM	
MVED Building	

Special School Board Meeting -
Determination of Superintendent Interview Finalists
Friday, March 7, 2025
8:00 AM
DO

Special School Board Meeting -
First Round of Superintendent Interviews
Tuesday, March 11, 2025
3:30 PM
Location TBD

Business Committee Meeting
Wednesday, March 12, 2025
10:00 AM
DO

Policy Committee Meeting
Wednesday, March 12, 2025
4:00 PM
DO

Education Committee Meeting
Thursday, March 13, 2025
1:00 PM
DO

Special School Board Meeting -
First Round of Superintendent Interviews
Thursday, March 13, 2025
3:30 PM
Location TBD

Regular School Board Meeting
Monday, March 17, 2025
6:30 PM
SPCC - Governor's Room

XI. Adjournment



ADDENDUM

REGULAR BOARD MEETING Thursday, February 20, 2025 SPCC-Governor's Room 5:00PM

V. CONSENT AGENDA

1. Approval of the Regular Board Meeting minutes of January 23, 2025.
2. Approval of the Study Session minutes of February 3, 2025.
3. Approval of the Special Superintendent Search Planning Meeting minutes of February 18, 2025.
4. Approval of Bills and Wire Transfers (\$5,330,796.59) for January 2025.
5. Personnel
 - a. The acceptance of the resignation of Grace Tollefson, a Saints Overtime Assistant with Saint Peter Community & Family Education, effective January 31, 2025.
 - b. The acceptance of the resignation of Heather Kusler, a Principal's Secretary at North Elementary, effective February 20, 2025.
 - c. The approval of the hiring of Kevin Durham, as a Paraprofessional at Saint Peter High School, effective January 21, 2025.
 - d. The approval of the hiring of Eli Wolff, as a Paraprofessional at Saint Peter High School, effective January 24, 2024.
 - e. The approval of the hiring of Nora Fredrick, as a Paraprofessional at Saint Peter Middle School, effective January 31, 2025.
 - f. The approval of the hiring of Benjy VandeBerg, as a Paraprofessional at Saint Peter Middle School, effective February 5, 2025.
 - g. The approval of the hiring of Alicia Andrews, a Long-Term Principal's Secretary Substitute at Saint Peter Middle School, effective February 5, 2025.
 - h. The approval of the hiring of Caitlyn Blackstad, a Paraprofessional at Saint Peter Middle School, effective February 9, 2025.

- i. The approval of the hiring of Amy Brown, as a District Office Assistant-Office Support Staff, effective February 18, 2025.
- j. The approval of the hiring of Lily McCargar, as a Saints Overtime Assistant with Saint Peter Community & Family Education, effective for the 2024-2025 school year and summer 2025.
- k. The approval of the hiring of Rose Aldridge, as a Saints Overtime Assistant with Saint Peter Community & Family Education, effective for the 2024-2025 school year and summer 2025.
- l. The approval of the hiring of Miranda Merrill, a Private Music Lesson Instructor at Saint Peter Community & Family Education, effective January 29, 2025.
- m. The approval of the adjustment in dates of the unpaid leave of absence for South Elementary Paraprofessional, Mallory Hartfiel. Her absence was approved for January 13, 2025, through February 28, 2025 but has changed to a return date of February 19, 2025.
- n. The approval of the end of overload pay for Khamprasong Chantharak, a Special Education Teacher at Saint Peter High School, who began an overload assignment on November 18, 2024. This overload assignment ended on January 17, 2025.
- o. The approval of the end of overload pay for Jen Koehler, a Special Education Teacher at Saint Peter High School, who began an overload assignment on November 18, 2024. This overload assignment ended on January 17, 2025.
- p. The approval of overload pay for Carmen Hanson, a Social Studies Teacher at Saint Peter High School, who began an overload assignment on January 21, 2025. This overload assignment will remain in effect for the second semester.
- q. The approval of the following teachers from North Elementary receiving overload pay during the second quarter of the 2024-2025 school year:

Amanda (Mandy) Kennedy - School Social Worker
 Alex Noble - 3rd Grade Teacher
 Breanna Landsteiner - 3rd Grade Teacher
 Scott (John) Robinson - 3rd Grade Teacher
 Kari Malz - 3rd Grade Teacher

Nicole (Niki) Zitur - 3rd Grade Teacher
Jennifer (Jennie) Friedrich - 4th Grade Teacher
Matthew Lewis - 4th Grade Teacher

- r. The approval of the adjustments made to Zoe Haugen's schedule. Zoe is the Administrative Assistant to the Activities Director and her schedule has increased due to additional office support responsibilities being added to her job description.
- s. The approval of the hiring of coaches for the winter 2025 season.

Minutes of Regular Board Meeting

The School Board - Saint Peter Public Schools

Members Present: Rita Rassbach, Ken Rossow, Tracy Stuewe, Charlie Potts, Bill Kautt
Drew Dixon and Kate Martens

Members Absent: None

Principals: Jana Sykora, Darin Doherty, Jon Graff and Annette Engeldinger

Administrative Team Members: Superintendent Jeff Olson, Megan Gracia and Seth Putz

Others Present: Administrative Assistant Kimberley Deming

A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Thursday, January 23, 2025, beginning at 6:30 PM in the SPCC-Governor's Room.

- I. **Call Meeting to Order** – 6:31 PM (Potts)
- II. **Pledge of Allegiance**
- III. **Consideration and Adoption of the Agenda** - (Kautt/Rossow, unanimous)
- IV. **Consider Requests to Speak on the Agenda** – None
- V. **Approval of Consent Agenda Items** - (Stuewe/Martens, unanimous)
 1. Approval of the Special Superintendent Search Planning Meeting minutes of December 16, 2024.
 2. Approval of the Regular Board Meeting minutes of December 16, 2024.
 3. Approval of the Organizational Board Meeting minutes of January 6, 2025.
 4. Approval of Bills and Wire Transfers (\$3,437,585.57) for December 2024.
 5. Personnel
 - a. The acceptance of the resignation of Amy Brown.
 - b. The acceptance of the resignation of Madeline LaJoy.
 - c. The acceptance of the resignation of Tiffany Skramstad.
 - d. The acceptance of the resignation of Diane Jacobson.
 - e. The acceptance of the resignation of Tom Leonhardt.
 - f. The acceptance of the resignation of Allison Ellingson.
 - g. The approval of the hiring of Timothy Stoffel.
 - h. The approval of the hiring of Mason Doherty.
 - i. The approval of the hiring of Angelica Hernandez.
 - j. The approval of the hiring of Christian Juantos.
 - k. The approval of the hiring of Josaphine "Joey" Gaffaney.
 - l. The approval of the hiring of David Kelsley Bassett.
 - m. The approval of the hiring of Michale Myhra.
 - n. The approval of the hiring of Jay Brockman.
 - o. The approval of the hiring of Fabian Gerstbauer.
 - p. The approval of Jessica Vogt moving from contracted hours to hourly pay.
 - q. The approval of the adjustment in dates of the unpaid leave of absence request for South Elementary Paraprofessional, Mallory Hartfiel.

- r. The approval of a change in pay rate (shift differential) for Adam Marsh.
- s. The approval of the Family Medical Leave request of Pat Klubben.
- t. The approval of the hiring of coaches and Event / Activity workers for the winter 2024 season.
- u. The approval of a change in the Business Office Reorganization.

VI. **Student Spotlight** - None
Student Council Report - None

VII. **Action Items**

1. *Consider Acceptance of Gifts, Donations and Grants - (Martens/Dixon, unanimous)*

A \$750 donation was received from The Govenaires Performing Arts Association to be used by Saint Peter Community & Family Education to help defray some of the participant fees for Private Percussion and Brass Lessons. A \$3,000 donation was received from Steve and Yvonne Neils to be used by the Saint Peter Athletics Department. A \$2,000 grant was received from the Carl and Verna Schmidt Foundation to be used by the newly formed Saint Peter Community Choir.

2. *Consider Approval of High School Course/Program Changes for 2025-2026 - (Martens/Kautt, unanimous)*

High School Principal, Annette Engeldinger, presented information on high school course/program changes for 2025-2026. The Education Committee reviewed these recommendations at their January 9, 2025 meeting and are in support of the changes as presented.

3. *Consider Approval of Middle School Handbook Change for 2024-2025 - (Stuewe/Dixon, unanimous)*

Middle School Principal, Jon Graff, presented information on changes to the Middle School Handbook regarding how a tardy affects the attendance policy of the school. The Education Committee reviewed these recommendations at their January 9, 2025 meeting and are in support of the changes as presented.

4. *Consider Approval of Flex Period Pilot Plan - (Martens/Stuewe, unanimous)*

High School Principal, Annette Engeldinger, presented information regarding the plan to pilot a "Flex Learning Period in Place of a Substitute Teacher" at the High School. This proposal was shared with the Education Committee at its December 12, 2024 meeting. After discussion, the committee recommended that the full School Board approve the plan. The school board requested that Principal Engeldinger provide them with an update after the pilot has been in place for one month.

5. *Consider Approval of Second/Final Reading of Revisions to the Policy Manual - Policy 714 (Kautt/Dixon, unanimous)*

Superintendent Olson, stated that Policy 714 - Fund Balances has been reviewed by the Policy Committee and is being presented for acceptance after a second/final reading.

6. *Consider Policies with Legislative Requirements for Approval with One Reading - (Martens/Rassbach, unanimous)*

Superintendent Olson stated that the following policies have been reviewed by the Policy Committee and due to statutory changes, are being presented for acceptance after a single reading.

- Policy 516 - Student Medication and Telehealth
- Policy 521 - Student Disability Nondiscrimination
- Policy 532 - Use of Peace Officers and Crisis Teams
- Policy 535 - Service Animals in Schools

7. *Consider Approval of Budget Adjustment Target for FY26 - (Dixon/Kautt, unanimous)*

Business Manager, Megan Gracia, presented information regarding the development of a Three-Year "Budget Stabilization Plan" and asked the School Board to set a budget adjustment target for Fiscal Year 26. The Business Committee recommended the School Boards approval of a \$500,000 Budget Adjustment Target for FY26.

8. *Consider Adoption of Saint Peter Public Schools 2025 Legislative Platform - (Dixon/Stuewe, unanimous)*

The newly formed "Ad Hoc Legislative Committee" informed the School Board that they met on Tuesday, January 14, 2025 to consider items to be included on a Saint Peter Public Schools Legislative Platform. The Committee recommended that the full School Board adopt the platform and direct members of the Legislative Committee to share the platform with local legislators.

VIII. Information Items

1. *Enrollment Options: Yearly Comparison Report*

As a part of the school district's annual reporting process, information was provided to the School Board on the number of students leaving our district and the number of students coming to our district.

2. *Superintendent Search Timeline*

Board Chair Potts reviewed the upcoming dates, timelines and actions that will be taking place as part of the Superintendent Search process.

3. *New Curriculum Development Model*

Dr. Jon Graff shared the district's new Three-Year/Seven Phase Curriculum Development Model. He provided the rationale for the change and gave the School Board a brief explanation of each phase of the process.

4. *Presentation of MSBA's Directors Award*

On behalf of the Minnesota School Boards Association (MSBA), Board Chair Potts, presented Board Member Bill Kautt with the 2024-2025 MSBA "Directors Award."

IX. **Reports**

1. *Building Principals*

South Elementary

- Staff and students are focusing on perseverance during 2nd quarter.
- The RAD Zoo came to South to celebrate a great 1st quarter!
- Parent Council hosted Book Character Bingo on January 31st.
- A Read-A-Thon will be taking place in February.
- K-8 conferences will take place in February.
- Kindergarten registration has begun, with an open house planned for March 4th.

Oshawa

- During 2nd semester OSHAWA is using a different daily schedule and is working with the Leo A. Hoffmann Center to incorporate therapy and treatment into the school day.
- The week of January 27th was Paraprofessional Appreciation Week.

North Elementary

- On January 24th North celebrated a successful 1st half of the year with students participating in Passion Projects and by having an all school assembly.
- On January 24th Senator Nick Frentz was principal for the day at North.
- The Kindness Crew is focusing on honesty during 2nd quarter.
- 6 teachers have volunteered to participate in a pilot of student-led conferences.

Saint Peter Middle School

- Project for Teens (P4T) visited Mr. Malz's 6th grade class to discuss the difference between being a bystander vs. an upstander.
- SPMS hosted their 1st cultural event, a Native American Joy Day, on January 24th.
- Specific grades will be participating in the MN Department of Health Student Survey.

Saint Peter High School

- The High School is focusing on student tardiness as a behavior goal during 2nd semester.
- Updates were provided regarding athletic and academic teams.

1. *Superintendent of Schools -*

Superintendent Olson reminded the School Board of the February 3rd Study Session that will be held in the Middle School Media Center. The focus of this meeting will be Student Achievement. He also stated that the March 3rd Study Session will take place in the MVED Building which will give the School Board an opportunity to look at possible renovation needs.

2. *Board Members - Around the Table*

Rita Rassbach – Enjoyed the opportunity to attend the MSBA Conference

Ken Rossow – Enjoyed the opportunity to attend the MSBA Conference

Tracy Stuewe – Enjoyed the opportunity to attend the MSBA Conference

Charlie Potts - N/A

Bill Kautt – N/A

Drew Dixon - Enjoyed the opportunity to attend the MSBA Conference

Kate Martens – stated that she enjoyed the opportunity to attend the MSBA Conference and mentioned that they are looking for judges for the 7th grade History Day Competition on February 2nd.

3. *Board Committee Updates*

a. Education Committee - nothing noted

b. Business Committee - nothing noted

c. Policy Committee - nothing noted

d. HR Committee - nothing noted

e. Ad Hoc Legislative Committee - nothing noted

X. **Upcoming Meetings of the School Board**

School Board Study Session

Monday, February 3, 2025

6:30 PM

Saint Peter Middle School

Business Committee Meeting

Wednesday, February 12, 2025

10:00 AM

DO

Policy Committee Meeting

Wednesday, February 12, 2025

4:00 PM

DO

Education Committee Meeting
Thursday, February 13, 2025
1:00 PM
DO

Special Superintendent Planning Meeting
Tuesday, February 18, 2025
6:00 PM
DO

Regular School Board Meeting
Thursday, February 20, 2025
6:30 PM
SPCC - Governor's Room

School Board Study Session
Monday, March 3, 2025
6:30 PM
MVED Building

XI. **Adjournment** - 8:03 PM (Stuewe/Rassbach, unanimous)

Dated: February 20, 2025

Kate Martens, Board Clerk

Minutes of Study Session

The School Board Saint Peter Public Schools

Members Present: Ken Rossow, Rita Rassbach, Tracy Stuewe, Charlie Potts, Bill Kautt, Drew Dixon and Kate Martens

Members Absent: None

Principals: Jana Sykora, Darin Doherty, Jon Graff and Annette Engeldinger

Administrative Team Members: Superintendent of Schools, Jeff Olson

Others Present: Administrative Assistant to the Superintendent, Kimberley Deming

A Study Session of the School Board of Saint Peter Public Schools was held Monday, February 3, 2025, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

- I. **Call Meeting to Order – 6:32PM (Potts)**
- II. **Adoption of the Agenda – (Dixon/Rossow, unanimous)**
- III. **Update on Building Plans to Improve Student Achievement**

Dr. Jon Graff outlined the Building Level Strategic Planning Process and provided an overview of the steps that are in place to implement building level action plans focused on multiple measures of student achievement and behavior. Each building principal shared action plans specific to their building.

- IV. **Possible Relocation of Rock Bend**

Superintendent Olson led a discussion regarding the possibility of moving Rock Bend out of the MVED building. This move would free up space at MVED which could then be used for the high school autism program. He stated that depending on the new location of Rock Bend, there would be the possibility of serving more students who might benefit from an Alternative High School Program. The location of the new City Hall (Scholarship America building) was discussed for potential re-location.

- V. **Mid-Year Update on Interim Superintendent Focus Areas and Goals**

Superintendent Olson provided an update on the progress of the 5 Focus Areas that he set as his goals during his Interim Superintendency. He spoke about the Budget, Mend the Middle Building Project, the Development of Effective Communication Strategies, Student Achievement and Leadership Development of Administrative Staff.

VI. Time of February 20th School Board Meeting

Board Member, Charlie Potts proposed a possible time change for the February 20, 2025 Regular School Board Meeting. A start time of 5pm was discussed. Administrative Assistant, Kimberley Deming will inquire with the necessary parties as to whether or not the change works for all of those involved.

VII. Other

- Superintendent Olson briefly talked about the Impact of the Federal Freeze on Education Funding. He stated that this has been rescinded and is no longer an issue.
- Dr. Olson mentioned that the Senate Elections Committee has introduced a bill that would force the 25 school districts that elect school board members in an odd year election cycle to move to an even year election cycle. Further discussion on this topic will take place at a future Study Session.
- Superintendent Olson spoke about the concern that immigrant families within our district may be feeling. He stated that office and administrative staff have been provided with tools and resources to help them understand their duties and obligations. He also stated that as a district, we will continue to be guided by one of the pillars of our Strategic Plan: "Provide every child with a safe, welcoming, and secure learning environment."

VIII. Upcoming Meetings of the School Board –

Business Committee Meeting
Wednesday, February 12, 2025
10:00 AM
DO

Policy Committee Meeting
Wednesday, February 12, 2025
4:00 PM
DO

Education Committee Meeting
Thursday, February 13, 2025
1:00 PM
DO

Special Superintendent Planning Meeting
Tuesday, February 18, 2025
6:00 PM
DO

Regular School Board Meeting
Thursday, February 20, 2025
6:30 PM
SPCC - Governor's Room

School Board Study Session
Monday, March 3, 2025
6:30 PM
MVED Building

IX. **Adjournment** – 7:56PM (Stuewe/Martens, unanimous)

Dated: February 20, 2025

Kate Martens, Board Clerk

Minutes of Special Superintendent Search Planning Meeting

The School Board of Saint Peter Public Schools

Members Present: Rita Rassbach, Ken Rossow, Tracy Stuewe, Charlie Potts, Bill Kautt and Kate Martens

Members Absent: Drew Dixon

Administrative Team Members: None

Others Present: Administrative Assistant Kimberley Deming

A Special Superintendent Search Planning Meeting was held with the School Board of Saint Peter Public Schools and the Minnesota School Boards Association (MSBA) on Tuesday, February 18, 2025, beginning at 6:00 PM in the District Office at Saint Peter Public Schools.

- I. **Call Meeting to Order** – 6:00 PM (Potts)
- II. **Consideration and Adoption of the Agenda** - (Rossow/Stuewe, unanimous)
- III. **Consider Requests to Speak on the Agenda** – None

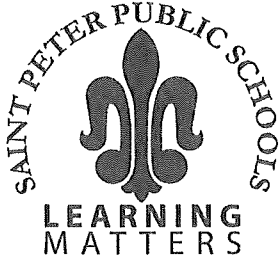
IV. **Action Items**

The MSBA reviewed the Saint Peter Public Schools Superintendent Search Survey results with the School Board. Interview training was provided for School Board members and they discussed whether or not there were additional methods of gathering public input, beyond the survey results, that they would like to incorporate during the Superintendent interview process. School Board members worked with the MSBA to form a list of proposed questions that will be used during the first round of Superintendent interviews.

- V. **Adjournment** - 9:07PM (Potts/Rassbach, unanimous)

Dated: February 20, 2025

Kate Martens, Board Clerk



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

Date: February 5, 2025
To: Dr. Jeff Olson - Superintendent
From: Bee Ong - Finance Accountant
Re: **Monthly Board Bills, Payroll &
Student Activity Amounts:**

Jan 2025 - Business Office checks	\$784,041.24
Jan 2025 - Business Office wire payments	\$3,490,696.47
Jan 2025 - Payroll	\$1,045,418.22
Jan 2025 - Student Activity	\$10,640.66
	<hr/>
	\$5,330,796.59

St. Peter Public Schools	Jan-25	
Outgoing Wire Payments		
MSDLAF to USBank (Feb/Aug bond pymt)	1/27/2025	2,429,550.00
BCBS - medicare health	1/21/2025	826.00
BCBS - medicare health	1/21/2025	9,607.80
Medicare Blue RX	1/2/2025	7,784.00
Life	1/2/2025	3,009.96
LTD	1/6/2025	4,044.32
FNB BO to VISA	Jan	21,689.03
Wire of federal payroll taxes	1/15/2025	164,708.74
Wire of federal payroll taxes	1/17/2025	948.70
Wire of federal payroll taxes	1/31/2025	171,206.07
Wire of state payroll taxes	1/16/2025	27,850.29
Wire of state payroll taxes	1/21/2025	133.29
Wire of state payroll taxes	1/28/2025	888.00
PERA payments	1/15/2025	24,012.93
PERA payments	1/17/2025	263.67
.		
TRA payments	1/25/2025	91,798.49
Horace Mann	1/2/2025	1,935.00
Horace Mann	1/16/2025	1,935.00
Ameriprise/NBSGroup Bill	1/2/2025	2,275.00
Ameriprise/NBSGroup Bill	1/16/2025	2,275.00
Colonial Life	1/8/2025	13,289.01
HomeTown - Dental direct debits	1/6/2025	2,308.38
HomeTown - Dental direct debits	1/13/2025	2,071.90
HomeTown - Dental direct debits	1/21/2025	3,042.91
HomeTown - Dental direct debits	1/22/2025	1,742.40
HomeTown - Dental direct debits	1/27/2025	4,374.85
HomeTown - BCBS debits	1/3/2025	116,435.83
HomeTown - BCBS debits	1/9/2025	48,431.73
HomeTown - BCBS debits	1/16/2025	109,484.27
HomeTown - BCBS debits	1/23/2025	150,431.61
HomeTown - BCBS debits	1/30/2025	46,763.51
FNB HSA/VEBA-Medsurety/Matrix Trust	Jan	25,578.78
	Total Outgoing Wire Payments	3,490,696.47



MEMO TO: Jeff Olson, Interim
Superintendent and
School Board Members

FROM: Tami Skinner

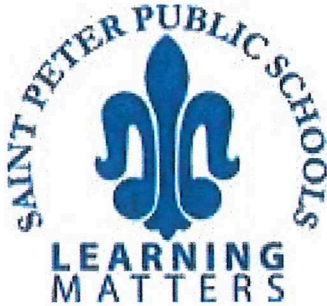
DATE: January 31, 2025

SUBJECT: Saints Overtime Assistant
Resignation

Please accept the resignation of Grace Tollefson as a Saints Overtime Assistant. Her last day of employment is January 31, 2025.

Ms. Tollefson has done a great job working with the children at Saints Overtime and will be missed by students, staff, and parents. We wish her the very best in her future endeavors.

Please contact me if you have any questions regarding this resignation.



MEMO TO: Dr. Jeff Olson
District 508 School Board

FROM: Darin Doherty, Principal
North Elementary School

DATE: February 5, 2025

SUBJECT: North Principal's Secretary
Resignation

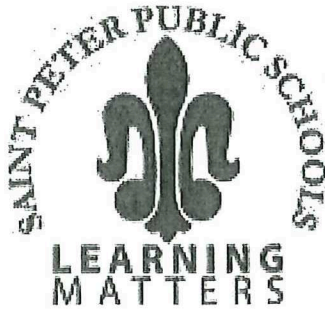
I am writing to formally recommend the acceptance of Heather Kusler's resignation from her position as Principal's Secretary at North Elementary School, effective February 20, 2025. Heather has served in this role since July 2021 and has been a dedicated and valued member of our school community.

Heather has recently been on maternity leave following the birth of her daughter in November and has decided to step away from the workforce to focus on her family. While we will certainly miss her contributions, we respect and support her decision.

As we look to fill this position, we will first need to evaluate recent district-wide office support staffing reductions to determine if any impacted individuals have contractual rights to this role. Once this evaluation is complete, we will proceed with the appropriate next steps in the hiring process.

Please contact me with any questions.

CC: grp_hire_office@stpeterschools.org
hkusler@stpeterschools.org



MEMO TO: Dr. Olson, Superintendent
School Board

FROM: Annette Engeldinger

DATE: January 23, 2025

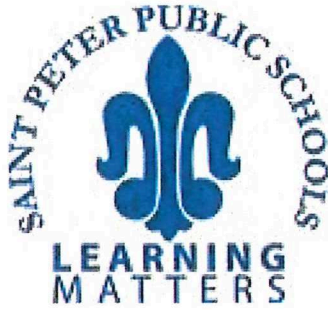
SUBJECT: Para Hire

Applications were received, and interviews took place for a paraprofessional position at Saint Peter High School. I am pleased to recommend Kevin Durham for the position. Kevin has a B.A. in history from Gustavus Adolphus College. His current availability is daily from 8:15 - 10:05 and 11:40 - 3:05.

EMPLOYEE SUMMARY

- **Kevin Durham**
 - Step 1A at a rate of \$16.65/hour
 - Daily from 8:15 - 10:05 and 11:40 - 3:05
 - Start date - January 21, 2025

CC: grp_hire_para



MEMO TO: Dr. Olson, Superintendent
School Board

FROM: Annette Engeldinger

DATE: January 27, 2025

SUBJECT: Para Hire

Applications were received, and interviews took place for a paraprofessional position at Saint Peter High School. I am pleased to recommend Eli Wolff for the position. Eli is a physical/health major at Gustavus Adolphus College, and we are happy to have him on board at SPHS!

EMPLOYEE SUMMARY

- **Eli Wolff**
 - Step 1A at a rate of \$16.65/hour
 - Mondays, Wednesdays, Fridays from 8:15 - 10:05 and 11:40 - 3:05
 - Start date - January 24, 2025

CC: grp_hire_para



MEMO TO: Dr. Olson, Superintendent
School Board

FROM: Jon Graff

DATE: January 29, 2025

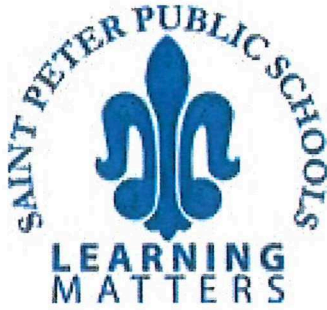
SUBJECT: Para Hire

Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Nora Fredrick for the position. Nora is currently in her first year at GAC. Her current availability is on Tuesday and Thursday mornings.

EMPLOYEE SUMMARY

- **Nora Fredrick**
 - Step 1A at a rate of \$16.65/hour
 - Tuesdays & Thursdays, 8:20 am - 12:00 pm

CC: Nora Fredrick (Nora.fredrick@icloud.com)
grp_hire_para



MEMO TO: Dr. Olson, Superintendent
School Board

FROM: Jon Graff

DATE: January 22, 2025

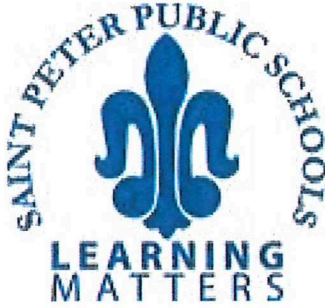
SUBJECT: Para Hire

Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Benjy VandeBerg for the position. Benjy is an education major at GAC. His current availability is on Monday, Wednesday, and Fridays from 12:00 - 3:35 pm.

EMPLOYEE SUMMARY

- **Benjy VandeBerg**
 - Step 1A at a rate of \$16.65/hour
 - M,W,F from 12:00 - 3:35 pm

CC: Benjy VandeBerg (benjy.vandeberg@gmail.com)
grp_hire_para



MEMO TO: Dr. Olson, Superintendent
School Board

FROM: Jon Graff

DATE: February 4, 2025

SUBJECT: Long-Term Substitute,
Secretary to the Principal Hire

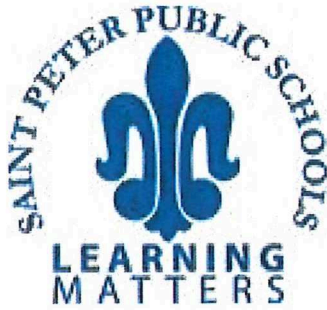
Applications were received and interviews took place for a long-term substitute for the principal secretary at Saint Peter Middle School. I am pleased to recommend Alicia Andrews for the position. The position is available as result of a maternity leave.

In accordance with the 2023-25 Office Support Staff contract, specifically Article 17.1 regarding SUBSTITUTE SECRETARIAL SUPPORT STAFF PERSONNEL, Alicia, as a non-union substitute, will be compensated at the Level 1 Step 1 rate of pay, which is \$16.91 per hour.

EMPLOYEE SUMMARY

- **Start Date:** February 5, 2025 (pending the completion of employment documents)
- **End Date:** April 28, 2025
- **Rate of Pay:** \$16.91/hour
- **Hours:** 7:30 am to 4:00 pm

CC: Alica Andrews (alicia.m.andrews19@gmail.com)
grp_hire_office



MEMO TO: Dr. Olson, Superintendent
School Board

FROM: Jon Graff

DATE: February 9, 2025

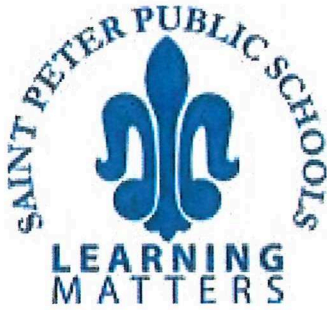
SUBJECT: Paraprofessional Hire

Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Caitlyn Blackstad for the position.

EMPLOYEE SUMMARY

- **Caitlyn Blackstad**
 - Step 1A at a rate of \$16.65/hour
 - 6.75 hours per student contact day

CC: Caitlyn Blackstad (blackstadcaitlyn3@gmail.com)
grp_hire_para



MEMO TO: Members of the School Board
Dr. Olson-Superintendent

FROM: Ytive Prafke

DATE: January 27, 2025

SUBJECT: District Office Office Support
Recall

The addition of the District Office Assistant-Office Support position resulted in the recall of Amy Brown who was placed on an unrequested leave in May of 2024, due to budget reductions. Amy has accepted this Level II position and will remain on the recall list for any Level IV positions that may arise as outlined in Article VI Sections 6.2 and 6.4 of the 2023-2025 Office Support Agreement. Welcome back Amy.

RECALLED EMPLOYEE SUMMARY

- Amy Brown
 - District Office Assistant
 - 6.75 hours/day
 - 195 Days per contract year
 - Level II Step 2
 - Rate - \$17.14
 - Start Date: February 18, 2025

Cc: Amy Brown
grp_hire_office



**TO: Dr. Jeff Olson, Interim
Superintendent,
School Board Members**

**FROM: Tami Skinner, Community & Family
Education Director**

SUBJECT: Saints Overtime Staff

DATE: Jan. 31, 2025

Interviews were conducted, and I am pleased to recommend hiring Lily McCargar as a Saints Overtime Assistant. Her work experiences make her a great candidate.

NEW EMPLOYEE SUMMARY

- **Lily McCargar**
- Rate of pay - \$15.75/hr.
- Part-time hours submitted on a timesheet
- 2024-25 School Year and Summer
- This is a replacement position.

Thank you for your consideration.

CC: Lily McCargar



**TO: Dr. Jeff Olson, Interim
Superintendent,
School Board Members**

**FROM: Tami Skinner, Community & Family
Education Director**

SUBJECT: Saints Overtime Staff

DATE: February 11, 2025

Interviews were conducted, and I am pleased to recommend hiring Rose Aldridge as a Saints Overtime Assistant. Her work experiences make her a great candidate.

NEW EMPLOYEE SUMMARY

- **Rose Aldridge**
- Rate of pay - \$15.75/hr.
- Part-time hours submitted on a timesheet
- 2024-25 School Year and Summer
- This is a replacement position.

Thank you for your consideration.

CC: Rose Aldridge



**TO: Jeff Olson, Interim Superintendent,
School Board Members**

**FROM: Tami Skinner, Community & Family
Education Director**

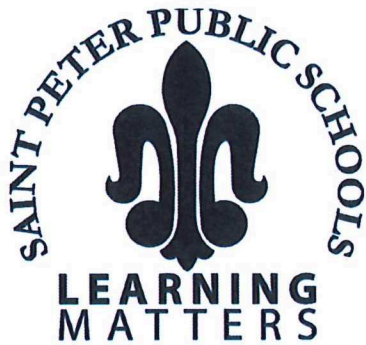
SUBJECT: Community Education Instructor

DATE: January 28, 2025

Interviews were conducted, and I am pleased to recommend hiring Miranda Merrill as a Community & Family Education Instructor.

EMPLOYEE SUMMARY

- **Miranda Merrill**
- Private Music Lesson Instructor
- Contracted per student and number of lessons taught.
- Instructor contract to be submitted each month.



MEMO TO: Dr. Jeff Olson, Superintendent
School Board

FROM: Jana Sykora, South Elementary Principal

DATE: December 4, 2024
UPDATED: December 19, 2024
UPDATED: February 6, 2025

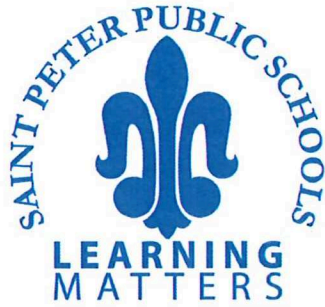
SUBJECT: Request for Leave

I recommend you approve the unpaid leave of absence request for South Elementary special education paraprofessional Mallory Hartfiel. Mallory is requesting a leave of absence due to an educational internship experience. Mallory's tentative leave dates are Jan. 13-Feb. 28 18, 2025.

Previously, Mallory thought the leave would begin Jan. 6, but she is able to work Jan. 6-10, 2025.

Update: Mallory will return to work February 19, 2025. Her new schedule will be Monday-Thursday 7:40-2:55 pm.

Cc: Mallory Hartfiel
Grp_hire_para



TO: Megan Gracia
Lisa Pierson

FROM: Annette Engeldinger

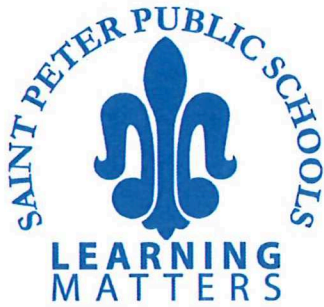
DATE: January 29, 2025

RE: Overload assignments ended

The following additional overload assignments ended on January 17th, 2025. The overload assignments began on November 18th, 2024.

- Khamprasong Chantharak Special Education
- Jen Koehler Special Education

Please let me know if you have any questions.



TO: Megan Gracia
Lisa Pierson
Dr. Olson

FROM: Annette Engeldinger

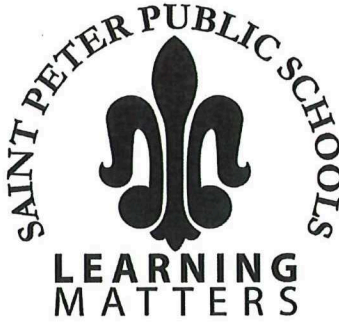
DATE: January 29, 2025

RE: Additional overload assignment

The following additional overload assignment has been assigned for the second semester of the 2024-2025 school year. The overload assignment for a full-block course began on January 21st, 2025.

- Carmen Hanson Social Studies

Please let me know if you have any questions.



Date: January 29, 2025

To: Dr. Jeff Olson, Superintendent

From: Darin Doherty, Principal
North Elementary School

Re: Q2 - Overload Assignment
2024-25 School Year

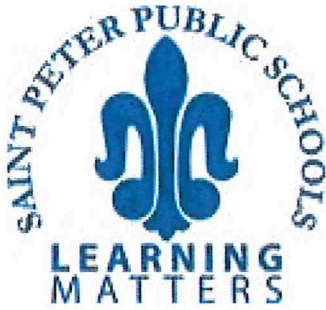
The following overload assignments have been assigned for the second quarter of the 2024-25 school year. We will continue to use this document to update overload each quarter.

Second Quarter (11/4-01/17)

- Amanda (Mandy) Kennedy School Social Worker: Taught through her prep period for 41 days (took on all PK, 2, 3, 4 grade students while Dave Ribar is on leave).
- Alex Noble 3rd Grade Teacher: Had 26 students for 41 days.
- Breanna Landsteiner 3rd Grade Teacher: Had 26 students for 41 days.
- Scott (John) Robinson 3rd Grade Teacher: Had 26 students for 41 days.
- Kari Malz 3rd Grade Teacher: Had 26 students for 41 days.
- Nicole (Niki) Zitur 3rd Grade Teacher: Had 26 students for 41 days.
- Jennifer (Jennie) Friedrich 4th Grade Teacher: Had 28 students for 41 days.
- Matthew Lewis 4th Grade Teacher: Had 28 students for 37 days

If you have questions, please contact me.

CC: Dr. Jeff Olson jolson@stpeterschools.org
Kimberley Deming kdeming2@stpeterschools.org
Lisa Pierson lperson@stpeterschools.org
Megan Gracia mgracia@stpeterschools.org



MEMO TO: Members of the School Board
Dr. Olson-Superintendent

FROM: Ytive Prafke

DATE: 1/27/2025

SUBJECT: AD Admin Assistant - Schedule Adjustment

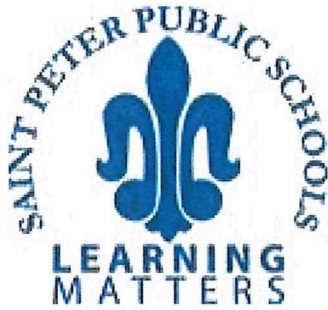
Zoe Haugen was hired as the Activities Director Administrative Assistant in August 2023.

Effective January 21, 2025, the following adjustments were made to Zoe's schedule to address increased office support responsibilities:

- An increase from 203 to 205 days per contracted year.
- An increase in work hours to 8 hours per day.

Please note, this position continues to be a Level III Office Support Position and a detailed payroll adjustment memo has been submitted to the Business Office.

CC: grp_hire_office
Zoe Haugen



MEMO TO: Members of the School Board
Superintendent Olson

FROM: Shea Roehrkaase, Activities
Director

DATE: January 22, 2025

SUBJECT: MS Basketball Coach

I am pleased to recommend Daniel Nadeau for the position of MS Basketball Coach beginning for the 2025 season. This is a replacement position for a Gustavus student that is no longer in the area. Daniel is a recent graduate of SPHS and we are excited to have him back helping our program!

NEW EMPLOYEE SUMMARY

- **Daniel Nadeau**
 - First Year Coaching
 - MS Coach
 - \$1,872
 - Replacement Position

Thank you for your consideration.

CC: Daniel Nadeau
grp_hire_certified



February 4, 2025

Elsie Bienfang
43530 387th Avenue
St. Peter, MN 56082

Dear Elsie,

Congratulations! I'm thrilled to announce that you've been chosen as the recipient of the "Student Spotlight" award at North Elementary School for February 2025. This recognition is a testament to your outstanding efforts in both academics and your exceptional contributions beyond the classroom. Your dedication to learning and your positive attitude have not only impressed your teachers but have also earned admiration from your peers!

I'm excited to share that there will be a special acknowledgment for you at the Saint Peter School Board meeting on **Thursday, February 20, 2025, at 6:30 p.m.** The meeting will take place in the Governor's Room at the St. Peter Community Center. I extend a warm invitation to you and your family to join us for this event, where the School Board will celebrate you as North Elementary's "Student Spotlight" for February 2025. If you have any questions, feel free to contact us at 507-934-3260 ext. 4005.

Sincerely,

Darin Doherty
Principal
North Elementary School

CC: Mr. Hassing, Homeroom Teacher
Dr. Olson, Superintendent of Schools



ADDENDUM

REGULAR BOARD MEETING Thursday, February 20, 2025 SPCC-Governor's Room 5:00PM

VII. ACTION ITEMS

1. AGENDA ITEM #1

Subject: Consider Acceptance of Gifts, Donations and Grants

Action: Requires a Motion

Background: The following donation has been generously offered to Saint Peter Public Schools:

1. A donation in the amount of \$5,000 was received from Bill and Deb Dixon. This donation will help cover the costs of the spring choir trip to Puerto Rico for several students, as well as pay for travel to music festivals and events. The high school is incredibly thankful for the Dixon's support of the choir program!

Presentation: Superintendent of Schools, Jeff Olson

Options/Recommendation: I recommend accepting this donation as presented.



MEMO TO: Dr. Jeff Olson
School Board

FROM: Annette Engeldinger

DATE: February 11, 2025

RE: Choir Donation

Bill and Deb Dixon have presented the high school with a generous donation of \$5,000.00. This donation will help cover the costs of the spring choir trip to Puerto Rico for several students, as well as pay for travel to music festivals and events. We are incredibly thankful for the Dixon's support of our choir program!

I recommend the acceptance of this donation.

If you have any questions, please feel free to contact me.



ADDENDUM

REGULAR BOARD MEETING Thursday, February 20, 2025 SPCC-Governor's Room 5:00PM

VII. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Policies with Legislative Requirements for Approval with One Reading

Action: Requires a Motion

Background: The following policies were reviewed by the Policy Committee and brought forward for a single reading. Policies being adopted or changed due to statutory changes can be adopted in one reading.

- **Policy 515** - Protection and Privacy of Pupil Records
 - Adds explanatory note for directory information and aligns language with MSBA Model Policy
 - Information will be provided on practices used by the district regarding directory information and student records

- **Policy 522** - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
 - Recommendation
 - Rescind 2024 version of Policy 522 due to court order vacating new Title IX rules.
 - Replace 522 with 2020 version of MSBA Model Policy 522 with one modification
 - Per MSBA recommendation, adopt the policy in a single reading

- **Policy 601** - School District Curriculum and Instructional Goals
 - Removes World’s Best Workforce and replaces it with Comprehensive Achievement and Civic Readiness (CACR).
- **Policy 602** - Organization of School Calendar and School Day
 - Updates note to align with revised Minnesota Law
- **Policy 603** - Curriculum Development
 - Removes World’s Best Workforce and replaces it with Comprehensive Achievement and Civic Readiness (CACR)
- **Policy 604** - Instructional Curriculum
 - Adds pending change to Health Standards and clarifies sections for compliance with MSBA model language.
- **Policy 606.2** Selection of Library Media Materials
 - Adds new law regarding school libraries

❖ The Policy Committee was in consensus that the School Board adopt the following policies in a single reading at the February 20, 2025 School Board Meeting:

- Adopt 515, 522, 601, 602, 603, 604 and 606.2 in a single reading

A complete copy of the policies can be found in BoardBook.

Presentation: Policy Review Committee
Superintendent of Schools, Jeff Olson

Options/Recommendation: I recommend your approval of revisions to Policies 515, 522, 601, 602, 603, 604 and 606.2 in a single reading.

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. Authorized Representative

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

B. Biometric Record

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

C. Dates of Attendance

“Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, satellite, internet or other electronic communication technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student’s attendance at a school or schools in the school district.

D. Directory Information

1. ~~Under federal law, “D~~directory information,~~” under federal law,~~ means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student’s name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most

recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

- a. a student's social security number;
- b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
- c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;
- d. personally identifiable data which references religion, race, color, social position, or nationality; or
- e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

[NOTE: Under the federal Family Educational Rights and Privacy Act (FERPA), the federal definition of "directory information" identifies the types of information that may be specifically referenced as directory information. The federal definition applies to information requests by military recruiting officers, as set out in Article XI below.]

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

~~***[Note: The federal definition includes all of the types of information specifically referenced as directory information. The federal definition applies to information requests by military recruiting officers, as set out in Article XI below.]***~~

~~***The Minnesota definition imposes additional restrictions upon the types of information that may be designated as directory information. Minnesota law prohibits schools from designating student contact information as "directory information" despite the FERPA definition. Minnesota schools should comply with Minnesota law and should not include student contact information in their definition of "directory information."***~~

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

[NOTE: A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that

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

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

E. Education Records

1. What constitutes "education records." Education records means those records which: (1) are directly related to a student; and (2) are maintained by the school district or by a party acting for the school district.
2. What does not constitute an education record. The term, "education records," does not include:
 - a. Records of instructional personnel which:
 - (1) are in the sole possession of the maker of the record; and
 - (2) are not accessible or revealed to any other individual except a substitute teacher; and
 - (3) are destroyed at the end of the school year.
 - b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
 - (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
 - c. Records relating to an individual, including a student, who is employed by the school district which:

- (1) are made and maintained in the normal course of business;
- (2) relate exclusively to the individual in that individual's capacity as an employee; and
- (3) are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student.

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:
 - (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.
- e. Records that only contain information about an individual after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

F. Education Support Services Data

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

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

FG. Eligible Student

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

GH. Juvenile Justice System

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

HI. Legitimate Educational Interest

“Legitimate educational interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education; or
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid.
4. Perform a task directly related to responding to a request for data.

IJ. Parent

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

JK. Personally Identifiable

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

KL. Record

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

LM. Responsible Authority

“Responsible authority” means Superintendent, Principal or district level administrative staff.

MN. Student

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

NO. School Official

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

OP. Summary Data

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

PQ. Other Terms and Phrases

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

IV. GENERAL CLASSIFICATION

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

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

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

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI.

of this policy.

B. Eligible Students

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

C. Disabled Students

The school district shall follow 34 C.F.R. §§ 300.610-300.617 with regard to the confidentiality of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. the consequences of giving informed consent; and
 - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
 - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
 - a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;
 - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
 - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
 - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minn. Stat. Ch. 256B or Minnesota Care under Minn. Stat. Ch. 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

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

B. Prior Consent for Disclosure Not Required

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

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the school district would otherwise use employees;
 - b. is under the direct control of the school district with respect to the use and maintenance of education records; and
 - c. will not disclose the information to any other party without the prior

consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. § 260B.171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7(c) or § 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine conditions for the aid; or
 - d. enforce the terms and conditions of the aid.

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

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

photographs, if any; and parents' names, home addresses, and telephone numbers.

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 [United States Code, section U.S.C. § 2332b\(g\)\(5\)\(B\)](#), an act of domestic or international terrorism as defined in 18 [United States Code, section U.S.C. § 2331](#), or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;
11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other

individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to

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

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

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minn. Stat. § 260B.171, Subd. 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;
20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minn. Stat. § 260B.171, Subd. 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise

required by law.

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

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements.
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 [United States Code U.S.C. § 5304](#)), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.
23. [When requested, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph \(b\), clause \(1\), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph \(b\), clause \(1\); 125A.023; and 125A.027.](#)

[\[NOTE: The 2024 Minnesota legislature enacted this provision.\]](#)

C. Nonpublic School Students

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

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or

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

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:
 - a. Minnesota Statutes, section 13.32, subdivision 5; and
 - b. 20 United States Code, ~~title 20~~, section 1232g, and 34 Code of Federal Regulations, ~~title 34~~, section 99.37, which were in effect on January 3, 2012.
2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.
3. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

[Note: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student's personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].

B. Former Students

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

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. The school district shall give annual notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.
2. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:

- a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
- b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
- c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

[Note: Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both.]

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

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

- a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
- b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

45. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

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

- 1. Name of the student and/or parent, as appropriate;
- 2. Home address;
- 3. School presently attended by student;
- 4. Parent's legal relationship to student, if applicable; and
- 5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

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

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

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

B. Private Records Not Accessible to Parent

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

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

- a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
- b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§ 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

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

D. Military-Connected Youth Identifier

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

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

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

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. § 626.556, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minn. Stat. § 626.556, Subd. 11.

Regardless of whether a written report is made under Minn. Stat. § 626.556, Subd. 7, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

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

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minn. Stat. § 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes

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

- a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

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

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

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

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

- A. The school district will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
 1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
 3. copying fees shall not be imposed.

- C. A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority in writing at the beginning of each school year. The written request must include the following information:
 - 1. Name of student and parent, as appropriate;
 - 2. Home address;
 - 3. Student's grade level;
 - 4. School presently attended by student;
 - 5. Parent's legal relationship to student, if applicable;
 - 6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
 - 7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

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

B. Redisclosure Not Prohibited

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

- a. The disclosures meet the requirements of Section VI. of this policy; and
 - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 [United States Code U.S.C. § 14071](#). However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

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

D. Notification

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

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

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

B. Record Security

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

C. Plan for Securing Student Records

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

- 1. A description of records maintained;
- 2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

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

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student;
 - b. the legitimate interests these parties had in requesting or obtaining the information; and
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
 - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
 - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 C.F.R. § 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court

order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. United States Code U.S.C. § 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

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

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

B. Response to Request for Access

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

C. Right to Inspect and Review

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

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

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

D. Form of Request

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

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

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

G. Authority to Inspect or Review

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

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an

education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

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

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

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

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
 - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
 - b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minn. Stat. Ch. 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means Administrative Assistant to the Superintendent, ~~Kimberley Deming~~ Sarah Janovsky.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

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

B. Content of Complaint

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

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to

FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

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

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

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

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

C. Notification to Parents or Eligible Students Who are Disabled

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

XX. DESTRUCTION AND RETENTION OF RECORDS

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

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the office of the

superintendent.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
[Minn. Stat. § 480.40 \(Personal Information, Dissemination\)](#)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 [United States Code U.S.C.](#) § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 [United States Code U.S.C.](#) § 2331 (Definitions)
18 [United States Code U.S.C.](#) § 2332b (Acts of Terrorism Transcending National Boundaries)
20 [United States Code U.S.C.](#) § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 [United States Code U.S.C.](#) § 6301 *et seq.* (Every Student Succeeds Act)
20 [United States Code U.S.C.](#) § 7908 (Armed Forces Recruiting Information)
20 [United States Code U.S.C.](#) § 7917 (Transfer of School Disciplinary Records)
25 [United States Code U.S.C.](#) § 5304 (Definitions – Tribal Organization)
26 [United States Code U.S.C.](#) §§ 151 and 152 (Internal Revenue Code)
42 [United States Code U.S.C.](#) § 1711 *et seq.* (Child Nutrition Act)
42 [United States Code U.S.C.](#) § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 417 (Chemical Use and Abuse)
Policy 506 (Student Discipline)
Policy 519 (Interviews of Students by Outside Agencies)
Policy 520 (Student Surveys)
Policy 711 (Video Recording on School Buses)
Policy 906 (Community Notification of Predatory Offenders)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district’s education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district’s education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district’s education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district’s Title IX Coordinator(s) is/are:

~~[INSERT: NAME(S) TITLE(S) PHONE NUMBER(S) OFFICE ADDRESS(ES) EMAIL ADDRESS(ES)]~~

Ytive Prafke: Title IX Coordinator
Phone: 507-934-4211 Ext. 1010
Address: Saint Peter Public Schools
100 Lincoln Drive, Suite 229
St. Peter, MN 56082
Email: yprafke@stpeterschools.org

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code, section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code, section 12291).
- L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes, section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
 3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
 5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker,

Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code, section 1232g, FERPA regulations, 34 Code of Federal Regulations, part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations, part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by

an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.

3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the school district.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the building principal-Title IX Coordinator.
- B. In each school building the building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student should inform the building principal as soon as possible.
- C. Upon receipt of a report or grievance, the principal must notify the Title IX Coordinator immediately, without screening or investigating the report. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the Title IX Coordinator. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district's Title IX Coordinator by

the reporting party or complainant.

- D. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations. If the complaint involves the Title IX Coordinator, the complaint shall be filed with the superintendent. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district's Title IX Coordinator by the reporting party or complainant.
- CE. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- DE. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.

- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert

witnesses, and other inculpatory and exculpatory evidence.

- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing

regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number

of the Title IX Coordinator;

2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
 1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 United States Code §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 United States Code § 794 (Section 504 of the Rehabilitation Act)

42 United States Code § 12101, *et seq.* (Americans with Disabilities Act)
20 United States Code § 1232g (Family Educational Rights and Privacy Act of 1974)
20 United States Code § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act"))

Cross References:

MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the ~~world's best workforce~~ comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to ~~establish the "world's best workforce"~~ strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- ~~D.~~ "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- ~~DE.~~ "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- ~~EE.~~ "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- ~~FG.~~ "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- ~~GH.~~ "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- ~~HI.~~ "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- ~~IJ.~~ "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including

applied and experiential learning.

~~JK.~~ "Performance measures" are measures to determine school district and school site progress in striving ~~to create the world's best workforce for comprehensive achievement and civic readiness~~ and must include at least the following:

1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
2. student performance on the Minnesota Comprehensive Assessments;
3. high school graduation rates; and
4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.

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

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with ~~creating the world's best workforce striving for comprehensive achievement and civic readiness~~ and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2).;
2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision. 8, or 122A.41, subdivision 5;
4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color,

and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
 7. an annual budget for continuing to implement the school district plan; and
 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy ~~XXX621~~ ([Reading Literacy](#) and the Read Act)

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the ~~World's Best Workforce~~ [Comprehensive Achievement and Civic Readiness](#))
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 [United States Code U.S.C.](#) § 5801, *et seq.* (National Education Goals)
20 [United States Code U.S.C.](#) § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

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

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

[NOTE: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Minnesota Commissioner of the Minnesota Department of Education under Minnesota Statutes, section 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes, section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.
3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)

Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

Adopted:

Policy 603

Revised: June-February 2024

Orig. 1995

Rev. 2024

603 CURRICULUM DEVELOPMENT

[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

IV. DISTRICT ADVISORY COMMITTEE

- A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.
- C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee must recommend to the school board
 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a¹⁷, 120B.022, subdivisions 1a and 1b¹⁷ and 120B.35;
 2. district assessments;

3. means to improve students' equitable access to effective and more diverse teachers;
 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]

- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.
- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for the ~~World's Best Workforce~~Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (~~Reading Proficiently No Later than the End of Grade 3~~Read Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)

~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~

~~Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)~~

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Part 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 ~~United States Code~~ U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 605 (Alternative Programs)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship ~~that includes civics (see II.I.);~~
4. health and physical education;
5. ~~T~~he arts;
6. ~~C~~areer and technical education; and
7. ~~W~~orld languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

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

G. The school district ~~or charter school~~ may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

A. The following subject areas are required for statewide accountability:

1. language arts;
 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 5. physical education;
 6. health, for which locally developed academic standards apply; and
 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

[NOTE: Line 6. regarding locally developed health academic standard continues to be in effect. The 2024 Minnesota legislature enacted a change in health standards from local to state determination, as noted in Model Policy 613. It will likely take eighteen months or more for a state health standard to be finalized. Until that time, school districts should maintain their locally developed health academic standards. MSBA will alert school districts to update line 6. when the state standards are finalized.]

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.

- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress

to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
[Minn. Stat. § 120B.023 \(Benchmarks\)](#)
[Minn. Stat. § 120B.101 \(Curriculum\)](#)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; ~~Involuntary Career Tracking Prohibited Personal Learning Plans~~)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: Policy 603 (Curriculum Development)
Policy 605 (Alternative Programs)

606.2 SELECTION OF LIBRARY MEDIA MATERIALS

I. PURPOSE

Public schools must promote an atmosphere of free inquiry and a view of subject matter reflecting a broad range of ideas so that students are prepared for responsible citizenship. However, inquiries regarding educational resources and teaching methods and the advocacy of additional educational resources are also essential First Amendment rights of students, faculty, parents, and other members of the community. The purpose of this policy is to create a process for doing so.

II. GENERAL STATEMENT OF POLICY

The School Board of Independent School District 508 confirms that it is the responsibility of its professional staff:

- A. To provide library media materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;
- B. To provide resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and personal fulfillment through reading;
- C. To provide resources on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;
- D. To provide resources representative of the many religious, ethnic, cultural and protected groups and their contributions to our local and national heritage and the world community;

III. DEFINITIONS

I.

- A. **Library Media Center:** a school library that serves the information and independent reading needs of its students and the curriculum needs of its teachers and staff.
- B. **Library Media Materials:** all items purchased by a school library to satisfy the information, independent reading, and curriculum needs of students, including books, newspapers, periodicals, electronic resources, reference materials, maps, non-print media, and supplies.
- C. **Library Media Specialist:** a licensed teacher trained to deliver library services to students and staff in a school library media center.
- D. **Collection:** the total accumulation of books and other materials owned by a library, cataloged and arranged for ease of access.
- E. **Collection Development:** the process of building a library collection over an extended period of time.
- F. **Selection:** the process of deciding which materials should be added to a library collection.
- G. **Weeding:** the process of examining items in a library collection title by title to identify for permanent withdrawal those that meet pre-established criteria.

- H. **Request for Reconsideration:** a concern reported regarding the inclusion of a specific item or items in a school library collection.

II. IV. LIBRARY MEDIA MATERIALS SELECTION PROCESS

A. Materials Selection Responsibility

The responsibility for coordinating and recommending the selection and purchase of library media materials rests with the licensed library media personnel.

B. Criteria for selection of library media materials

The following criteria will be used as they apply:

1. Library media materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.
2. Library media materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users.
3. Library media materials shall be chosen with goal of reflecting the diversity of the district's/school's population.
4. Library media materials shall meet high standards of quality in one or more of these categories:
 - a) Artistic quality and/or literary style
 - b) Authenticity
 - c) Cultural diversity
 - d) Educational significance
 - e) Factual content
 - f) Readability
 - g) High interest for intended audience
5. Library media materials shall be appropriate for the age, emotional development, ability levels, learning styles, and social development of the students for whom the materials were selected.

C. Donations

Materials donated to the library media center shall be selected or rejected based upon the selection criteria defined in this policy.

D. The school board may decline to purchase, lend, shelve or may remove access to library materials legitimately based on:

1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;
2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or
3. compliance with state or federal law.

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

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

III. V. PROCEDURES FOR RECONSIDERATION OF MATERIALS

Any employee, resident, or parent/guardian of a student in the Saint Peter School District may formally request the reconsideration of library media materials on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove/restrict the materials has been made.

A. Informal Request for Reconsideration

1. Inquiries or complaints shall be directed to the library media specialist and the building principal, and the building principal shall assume responsibility for processing the inquiry or complaint on an informal level.
2. The principal and/or library media specialist shall provide an explanation to the complainant regarding the particular selection criteria the questioned material has met in order to be included in the library media center as support for curriculum or as an independent reading choice for students in that building.
3. A parent/guardian may request that the specific material questioned be restricted from his/her child, but that request shall not be deemed a request to remove that material from the library media collection.
4. If the inquiry is not resolved, the principal will submit a report of the proceedings to the superintendent and the complainant will have the option to initiate a Formal Request for Reconsideration.

B. Formal Request for Reconsideration

1. A Formal Request for Consideration of Library Media Materials form shall be completed to communicate the concern. The form is attached to this Policy as Form 601.1.
2. In order to initiate proceedings, the form must be filled out in its entirety by the complainant and submitted to the building principal. The building principal shall notify the following people:
 - i. Superintendent
 - ii. Library Media Specialist
3. On an as needed basis, the Superintendent shall appoint a Materials Review Committee to include the following:
 - i. One representative of district administration
 - ii. A principal
 - iii. Two members of the teaching staff
 - iv. A library media specialist
 - v. Two members representing the school community

- vi. Two student representatives (where appropriate)

In a timely manner, the Committee members shall establish a meeting date to discuss whether the challenged library media material conforms to the principles outlined in this selection policy.

3. Resolution

The Materials Review Committee:

- i. May choose to consult other persons or resources with related professional knowledge.
- ii. Shall weigh the values and faults and form opinions of the challenged material as a whole rather than on passages or selections taken out of context.
- iii. Prepare a written report with the committee's recommendation to retain or remove the material.
- iv. Shall forward all reports to the superintendent.
- v. The superintendent will inform the complainant of the decision and notify the School Board of the committee's decision.
- vi. The complainant shall have the right to appeal the decision with the School Board.

VI. CHALLENGE REPORT

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

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

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

VII. PROHIBITION ON RETALIATION

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

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

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)

Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)

Cross References: MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)



ADDENDUM

REGULAR BOARD MEETING Thursday, February 20, 2025 SPCC-Governor's Room 5:00PM

VII. ACTION ITEMS

3. AGENDA ITEM #3

Subject: Consider Change Order Authorization

Action: Requires a Motion

Background: Change orders are amendments to the Construction Contract that alter the cost of the contract due to unforeseen circumstances. Change orders are a standard part of a construction project such as "Mend the Middle." It is common to authorize the Superintendent of Schools to approve change orders of up to \$50,000 without School Board approval. Change orders over \$50,000 would require School Board approval. It is being recommended that you authorize the Superintendent of Schools to approve change orders of up to \$50,000 for the "Mend the Middle" Middle School Construction Project.

Presentation: Superintendent of Schools, Jeff Olson

Options/Recommendation: I recommend that you authorize the Superintendent of Schools to approve change orders of up to \$50,000 for the Middle School Construction Project.



ADDENDUM

REGULAR BOARD MEETING Thursday, February 20, 2025 SPCC-Governor's Room 5:00 PM

VIII. INFORMATION ITEMS

1. AGENDA ITEM #1

Subject: Annual Report on Mileage and Meal Reimbursement Rates

Background: Each year, the school district reviews the reimbursement rate for travel by employees to align with the Federal IRS rate. For 2025, an adjustment is benign made from 67 cents/mile to 70 cents/mile.

In addition, the meal reimbursement rate is also adjusted based on rates provided from the US General Services Administration. For 2025, the adjustment to meal reimbursement is as follows:

- Breakfast from \$13 to \$16
- Lunch from \$15 to \$19
- Dinner from \$26 to \$28

There is a difference in rates while traveling within the State of Minnesota to the cities of Minneapolis/St. Paul (\$23, \$26, \$38); Rochester (\$20, \$22, \$33); and Duluth (\$22, \$23, \$36).

Presentation: Superintendent of Schools, Jeff Olson



TO: Superintendent Jeff Olson
School Board Members

FROM: Megan Gracia, Business Manager

DATE: February 3rd, 2025

RE: 2025 Calendar Year Mileage and Meal Reimbursement Rates

Mileage Reimbursement Rate

Each year, the school district reviews the reimbursement rate for travel by employees. Traditionally, the district has reimbursed at the IRS mileage reimbursement rate. Our recommendation is that Saint Peter Public Schools increases our mileage reimbursement rate to match the recommended federal amount.

Calendar Year	IRS Reimbursement Rate
2023	65.5 cents/mile
2024	67 cents/mile
2025	70 cents/mile

Meal Reimbursement Rates

When employees are outside of the district, commonly for professional development, the district’s practice is that they must return their itemized receipts, along with a check request, to their supervisor for approval and reimbursement. Our current meal reimbursement rates are listed on the table below. It is our recommendation, in keeping with suggestions from the US General Services Administration, that we increase our rates accordingly. The rates listed below are the suggested rates for all locations in Minnesota outside of Duluth, Minneapolis/St. Paul, and Rochester.

Meal	Current Reimbursement Rate	Recommended Reimbursement Rate
Breakfast	\$13	\$16
Lunch	\$15	\$19
Dinner	\$26	\$28

The GSA does have separate recommendations for the cities listed below, which we ask that the board also accepts:

	Breakfast		Lunch		Dinner	
	Current	Recomm.	Current	Recomm.	Current	Recomm.
Duluth	\$18	\$22	\$20	\$23	\$36	\$36
Minneapolis/St. Paul	\$18	\$23	\$20	\$26	\$36	\$38
Rochester	\$14	\$20	\$16	\$22	\$29	\$33

Lastly, we wanted to note that per the approved SPPS policy 412, we will reimburse up to 15% gratuity paid on a restaurant receipt that is submitted for reimbursement. Anything over that threshold would be the responsibility of the employee.



ADDENDUM

REGULAR BOARD MEETING Thursday, February 20, 2025 SPCC-Governor's Room 5:00 PM

VIII. INFORMATION ITEMS

2. AGENDA ITEM #2

Subject: Review of Policy Manual Revisions - First Reading

Background: **Policy 804** - Information Security is designed to provide necessary access to District data while at the same time protecting the confidentiality of that data. The policy is recommended by Technology Director Gus Sorbo as a part of the District's risk assessment and cyber security practices. The policy is modeled after a policy that has been adopted by the Minnetonka Public Schools. The policy was reviewed by the Policy Review Committee at their meeting on February 12th. It is being presented as a first reading at tonight's meeting.

Presentation: Policy Review Committee
Superintendent of Schools, Jeff Olson
Technology Director, Gus Sorbo

804 INFORMATION SECURITY

I. PURPOSE

The purpose of the policy is to authorize and direct the Superintendent to maintain an information security and student data privacy practice for the District.

II. GENERAL INFORMATION

The District has a cybersecurity and student data privacy program which maintains appropriate levels of access to District information through technological systems and practices. Data security practices apply to all District employees and for all District operations and activities. Unauthorized access, use, transfer, distribution, compromise or change of District data by any employee, student, or any other individual, may result in disciplinary action, which may include recommendation for termination and other legal action.

III. REQUIREMENT

In order to effectively implement this policy, the Superintendent, or designee, will:

1. Implement standards and procedures to effectively manage and provide necessary access to District data, while at the same time ensuring the confidentiality, integrity, and availability of the information. This policy relates to the use of and access to St. Peter Public Schools' computing, network resources and data. All relevant elements in the District's Acceptable Electronic Use Policy and other related policies apply.
2. Maintain an information security and student data privacy program based on risk assessment that follows relevant best practices in the field of information security. This includes having developed an incident response plan (IRP) in the case it may be needed. Included in the IRP will be procedures for the appropriate notification of individuals should the District experience a data incident.
3. Provide a structured and consistent process for employees, students and guardians to obtain necessary data access for conducting St. Peter Public Schools operations.
4. Provide processes for evaluating and vetting software that interfaces with District data, including processes for evaluating third parties and their security practices.
5. Establish a District Data Security Officer role appointed by the Superintendent with responsibilities and authority to enforce the Information Security Policy and procedures.

IV. SCOPE

1. These security processes and procedures apply to information found in or converted to a digital format.
2. Security processes and procedures apply to all employees, contract workers, volunteers, and visitors to the St. Peter Public Schools and all data used to conduct operations of the District.
3. Security processes and procedures apply to District data accessed from any location, internal, external, or remote.

4. Security processes and procedures apply to the transfer of any District data inside or outside the District for any purpose.

V. GUIDING PRINCIPLES

1. The Superintendent or designee shall determine appropriate access permissions.
2. Data users are granted data access privileges commensurate with their role and work responsibilities and are responsible for their actions while using these privileges. That is, all schools or other facilities are responsible for the District data they access, create, modify, and/or delete.
3. Any individual granted access to District data is responsible for the ethical use of that data. Access will be granted only in accordance with authority delegated to the individual to conduct St. Peter Public Schools functions.
4. It is the express responsibility of authorized users to safeguard the data they are entrusted with, their credentials, and comply with all aspects of this policy and additional related District policies and/or procedures.
5. These security measures apply to District data regardless of location. Users who transfer or transport District data "off-campus" for any reason must ensure that they are able to comply with appropriate data security measures prior to transporting or transferring the data.

Legal References: 20 United States Code Sec. 1232g et. Seq. (Family Educational Rights and Privacy Act)
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: Policy #406 - Public and Private Personnel Data
Policy #515 - Protection and Privacy of Pupil Records
Policy #524 - Electronic Technologies Acceptable Use



ADDENDUM

REGULAR BOARD MEETING Thursday, February 20, 2025 SPCC-Governor's Room 5:00 PM

VIII. INFORMATION ITEMS

3. AGENDA ITEM #3

Subject: Presentation of MSBA's Leadership Development Certificate

Background: The Minnesota School Boards Association recognizes school board members who complete the School Board Workshop Series - Phases I, II, III and IV with the "Leadership Development Certificate." This is the most important set of workshops for school board members because it sets the foundation for their work and the sessions cover all aspects of school board service. I am pleased, on behalf of the MSBA, to present Tracy Stuewe with this award at tonight's meeting. Congratulations, Tracy!

Presentation: Superintendent of Schools, Jeff Olson



ADDENDUM

REGULAR BOARD MEETING Thursday, February 20, 2025 SPCC-Governor's Room 5:00PM

VIII. INFORMATION ITEMS

4. AGENDA ITEM #4

Subject: NAPAC Annual Compliance Update

Background: On an annual basis, the Native American Parent Advisory Council (NAPAC) has a duty to pass a resolution of concurrence or non-concurrence. This resolution is based on the school district's support of Native American students and families, and progress toward goals set by the committee. NAPAC has passed a resolution of concurrence. Charmayne Klah, NAPAC facilitator and Native American Liaison, will share the information regarding NAPAC and their resolution.

Presentation: Charmayne Klah, Native American Liaison