

AMENDED Regular Meeting
Thursday, August 28, 2025 6:00pm Listening
Session, 6:30pm Regular Meeting

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

Agenda

1. Listening Session (6:00 pm)
2. Call to Order School Board Regular Meeting (6:30pm)
Speaker(s): Barry Kinsey - School Board Chair
3. Approval of **AMENDED** Agenda
Speaker(s): Barry Kinsey - School Board Chair
4. Approval of **AMENDED** Consent Agenda
Speaker(s): Barry Kinsey - School Board Chair
5. Action Items
 - 5.1. School Board Handbook Discussion & Action
Speaker(s): Barry Kinsey - School Board Chair
 - 5.2. School Board Minutes/Agenda Support Contract Discussion and Action
Speaker(s): Barry Kinsey - School Board Chair
6. Discussion Items
 - 6.1. Policies - First Reading
Speaker(s): Dr. Cassandra Palmer - Policy Committee Chair
 - 6.2. Policies - Second Reading
Speaker(s): Dr. Cassandra Palmer - Policy Committee Chair
 - 6.3. Visitors in Buildings Update and Policy 903 Review
Speaker(s): Dr. Renee Corneille - Superintendent
 - 6.4. **AMENDED** School Board Evaluation Review and School Board Goal Review & Development
Speaker(s): Barry Kinsey - School Board Chair
7. Board Reports
Speaker(s): Barry Kinsey - School Board Chair
8. Adjourn School Board Meeting
Speaker(s): Barry Kinsey - School Board Chair

AMENDED SCHOOL BOARD CONSENT AGENDA
08/28/2025

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Date Effective
Brown	Nico	SpEd Para	SAVHS	08.25.25
Saad	Ouafae	Health Aide	WP	08.25.25
Wandell	Elizabeth	LTS-5th Grade Intervention	WP	08.25.25
Voeller	Ashley	Asst. Volleyball Coach	SAVHS	08.12.25
Olsen	Jonathan-Thomas	Soccer Coach	SAVHS	08.12.25
Nogosek	Emilie	Soccer Coach	SAVHS	08.12.25
Ellis	Spencer	Asst. Football Coach	SAVHS	08.12.25
Gilmore	Savannah	Asst. Volleyball Coach	SAVHS	08.12.25

2. Payment of Bills Checks Paid 08/15/2025

01- General Fund	\$108,940.96
02- Food Service Fund	\$8,336.38
03- Transportation Fund	\$3,241.73
04- Community Serv Fund	\$22,935.86
05- Capital Expenditure Fund	\$196,315.05
07- Debt Redemption Fund	\$2,100.00
25 - Student Activities	\$5,671.08
Total: \$	\$347,541.06

3. Minutes

Minutes from the August 19, 2025 School Board Work Session are found in BoardBook

4. 2025-2026 Adult Meal Price Increase

Memo can be found in BoardBook

Memorandum

To: St. Anthony New Brighton School Board
From: Maria Amerman MS, RD, SNS, Nutrition Services Supervisor
Date: August 28, 2025
Subject: 2025-2026 Adult Meal Prices

The Minnesota Department of Education (MDE) released minimum adult meal pricing for the 2025–26 school year at **\$5.05 for lunch** and **\$2.50 for breakfast** on August 25th, 2025.

In order to remain in compliance with state requirements and to better support the rising costs of food, supplies, and labor, I recommend increasing adult meal prices to:

- **Lunch:** \$5.25
- **Breakfast:** \$3.10

The last increase in breakfast and lunch prices occurred prior to the 2023-24 school year. The cost of breakfast since 2023 was \$2.25 and lunch was \$4.95.

This increase ensures we meet the state minimums while providing additional support for operational costs that continue to increase annually

I respectfully request the board's approval to implement these new adult meal prices effective September 2, 2025.


St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

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

Tuesday, August 19, 2025

6:00 PM

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

Anthony, MN 55418

www.isd282.org/discover/school-board

Minutes

Attendance Taken at 6:00 PM.

Laurel Hood: Absent

Barry Kinsey: Present

Laura Oksnevad: Present

Mike Overman: Present

Cassandra Palmer: Present

PJ Striker: Present

Attendance Update Taken at 6:02 PM.

Laurel Hood: Present

1. Call to Order School Board Regular Meeting

Discussion:

SANB Schools is participating in an energy curtailment program with Xcel Energy that brings significant savings to our schools. As part of this program, there was a full shut down of power and electrical systems from 5:00-9:00 PM on Tuesday, August 19 at all buildings. The meeting was moved from the MS/HS Media Center to the Commons. This meant our 6:00 PM school board meeting was not available via Zoom.

Chair Kinsey called the meeting to order at 6:00pm and thanked those in attendance for their patience and understanding of the unusual circumstances. Chair Kinsey reiterated that despite not having a zoom option or recording the meeting, all meeting materials will be available on the district website.

2. Approval of Agenda

Action(s):

The recommended motion is to approve the August 19, 2025 Work Session agenda as presented. This motion, made by Oksnevad and seconded by Striker, Carried.

Voting Detail:

Laurel Hood: Absent

Barry Kinsey: Yea

Laura Oksnevad: Yea

Mike Overman: Yea

Cassandra Palmer: Yea

PJ Striker: Yea

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

3. **Approval of Consent Agenda**

Action(s) :

The recommended motion is to approve the consent agenda as presented, including: minutes from the July 17, 2025 Special Meeting; Policies 414, 418, 501, 516, 516.5, 524, 602, 709; personnel; and payment of bills. This motion, made by Palmer and seconded by Overman, Carried.

Voting Detail:

Laurel Hood: Absent

Barry Kinsey: Yea

Laura Oksnevad: Yea

Mike Overman: Yea

Cassandra Palmer: Yea

PJ Striker: Yea

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

4. **Discussion Items**

Discussion: Clerk Hood arrived at 6:02pm.

4.1. Facilities Update and Discussion of Policy 905 Advertising

Discussion: Dr. Urdahl shared facts about curtailment, boilers, in addition to custodial staffing, equipment replacement, and 2025 summer projects. The board had a discussion about current policy 905 Advertising. It was recommended for the Policy Committee to add the policy to this year's scope and sequence to include new and future sponsorship opportunities.

4.2. Start of School Updates

Discussion: With the school year soon to begin the board heard from building Principals and Administration to hear how they are preparing for the new year with staff and students, including compliance training and building vision for the year.

4.3. Second reading of School Board Handbook

Discussion: Due to the curtailment and having to turn the building lights off, creating difficulties running the school board meeting, this agenda item was moved to the end of the meeting to discuss if there was still time and light.

4.4. School Board Evaluation Review and School Board Goal Review & Development

Discussion: Due to the curtailment and having to turn the building lights off, creating difficulties running the school board meeting, this agenda item was moved to the end of the meeting to discuss if there was still time and light.

4.5. Appeal of Book Review

Discussion: Dr. Corneille shared the appeal of book review memo which outlined procedural flaws in the initial review process and


St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

directed that a new Library Materials Review Committee be formed to reconsider the book. The superintendent's decision was based on acknowledged inconsistencies in the initial process, including changes in committee composition, concerns about bias, and a lack of explicit documentation regarding the book's conformance with selection criteria.

4.6. Policy 606.5 Review & First Reading

Discussion: Policy Committee Chair Palmer used the recommendations from the Appeal of Book Review and policy committee recommendations to lead an initial discussion with the board to clarify and strengthen policy 606.5 Library Materials.

4.7. Exit Interview Aggregate Data

Discussion: Chair Kinsey called for a 5-minute break at 8:55pm.

Upon returning from break at 8:59, Chair Kinsey made the motion to postpone discussion items 4.3 Second Reading of School Board Handbook and 4.8 School Board Minutes/Agenda Support Contract until the August 28th Regular Meeting. And to postpone discussion item 4.4 School Board Evaluation Review and School Board Goal Review & Development until the September 30th School Board Professional Development Meeting. In addition, the board reports (agenda item 5.0) were postponed. PJ Striker seconded the motion. The motion carried 6-0.

At 9:01pm Dr. Corneille presented the Exit Interview Aggregate Data. The data from 23 departing employees highlighted several concerns, including administrative issues, compensation competitiveness, and a strained workplace culture. The memo also noted actions taken in response to the data, such as the hiring of a new HR & Operations Coordinator and the implementation of new onboarding and off-boarding processes. The school board expressed appreciation for the exit interview system that was built and discussed the need to continuously improve the process through clearly communicated participation and reporting of data.

4.8. School Board Minutes/Agenda Support Contract

Discussion: School Board Minutes/Agenda Support Contract was postponed until the August 28th Regular Meeting.

5. **Board Reports**

Discussion: Due to energy curtailment, this agenda item was removed.

6. **Adjourn School Board Meeting**

Discussion: Chair Kinsey adjourned the meeting at 9:26pm.

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____



Memorandum

To: St. Anthony New Brighton School Board

From: Superintendent Corneille

Date: August 19, 2025

Subject: Discussion Board Support Position

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

Background and Context: This proposal was previously approved by the School Board at the May 6, 2025 Board Meeting. That contract ended June 30, 2025. The Board understands and acknowledges the provisions within Minnesota state law that permit school board members to be employees of the school district they serve. It was also noted that such arrangements are subject to specific limitations outlined in Minnesota Statutes 123B.195 [1] and 123B.09. These limitations pertain to the scope of employment, a maximum earnings capacity of \$20,000 within a fiscal year, and restrictions regarding benefits tied to certain insurance incentives, as detailed in Minnesota Statutes 123B.09 [2].

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

- Support the organization, assembly, and distribution of School Board agendas, including all supporting documentation, to School Board members and the public (e.g., disseminating agendas to building-level administrative assistants for posting in school buildings, ensuring agendas are accessible via Board Book on the ISD282 website).
- Support the preparation of School Board meeting sites.
- Ensure that all audio/visual equipment and Zoom requirements are properly configured for all School Board meetings. This includes working directly with NineNorth.
- Prepare official minutes, coordinate with district staff for the publication of approved minutes as legally required, and manage follow-up actions on School Board decisions.
- Provide advice on parliamentary procedures (Robert's Rules of Order) to the Board Chair, when requested.

- Prepare materials for the purpose of public information dissemination. This is primarily providing the district's official newspaper with school board minutes and ensuring the school board website is updated through Board Book.
- In consultation with the Board Chair and Superintendent, post/publish a calendar or schedule of events.
- Provide historical information related to school board agendas, official activities, and decisions to the School Board and Superintendent, when requested.

Proposed Compensation The Administration proposes the following compensation structure: Director Oksnevad will be allocated a bank of 600 hours to complete the specified job requirements between the present date and December 31, 2025.

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

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

(RESOLUTION BELOW)

Resolution to Employ School Board Member for Limited Duties

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

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

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

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

WHEREAS, the compensation for these services will be a bank of 600 hours to be used between now and Dec. 31, 2025, at a rate of \$30 per hour, with hours tracked and reviewed monthly by the Superintendent and Executive Director of Academics; and

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

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

BE IT FURTHER RESOLVED, that this resolution shall retroactively take effect July 1, 2025.

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

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

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

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

IV. POLICY

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

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

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

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

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

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

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

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be presented to the school board for discussion. These guidelines and directives are outlined in our Student Rights and Responsibility document which is sent to families and students annually which are also posted on our District website.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy.

The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

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

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

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

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

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

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

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section

125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

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

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Technology Acceptable Use and Safety Policy ;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or

safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

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

incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

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

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

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

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

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

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

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

XII. DISMISSAL

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

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

The school district shall not dismiss any student without attempting to use

nonexclusionary disciplinary policies and procedures before dismissal proceedings pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

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

D. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that

dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a

disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, seek an alternative to suspension.
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.

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

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian

personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe the non exclusionary discipline practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which

the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or

expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

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

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students with Disabilities)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

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

NOTICE OF SUSPENSION

(Date)

(Name of Parent or Guardian)

(Address)

(City, State, Zip)

Dear (Parent or Guardian)

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

The grounds for suspension are:

Briefly, the facts that have been determined are:

The testimony received was:

An administrative conference to determine the above was conducted before

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

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

The plan of readmission is:

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

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

If you have any questions, please call.

Sincerely,

Administrator

Enc: Minn. Stat. §§ 121A.40-121A.56

~~School District Policy~~

Adopted: 2017

Revised: 2023

Rev: 10/1/2024

Rev. 8/2025

Mandatory - Annual

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. Confidential Data on Individuals

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

B. Data on Individuals

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

C. Data Practices Compliance Officer

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

D. Government Data

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

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated

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

F. Inspection

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

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

G. Not Public Data

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

H. Nonpublic Data

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

I. Private Data on Individuals

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

J. Protected Nonpublic Data

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

K. Public Data

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

L. Public Data Not on Individuals

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

M. Public Data on Individuals

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

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data,

or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

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

IV. REQUESTS FOR PUBLIC DATA

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

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

a. Date the request is made;

b. A clear description of the data requested;

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

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

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

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

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

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

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

a. The requested data does not exist; or

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

1) If the responsible authority determines that the requested data is

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

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

c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

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

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

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

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

V. REQUEST FOR SUMMARY DATA

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

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

a) Date the request is made;

b) A clear description of the data requested;

c) Identify the form in which the data is to be provided (e.g., inspection,

copying, both inspection and copying, etc.); and

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

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

1. The estimated costs of preparing the summary data, if any; and
2. The summary data requested; or
3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

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

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or

designee may require the requesting person to pay the actual costs of making and certifying the copies.

- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

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

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;

3. A clear description of the data requested;
 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:
 - a) 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b) More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for in cash or electronically in advance of receiving the copies.

B. Summary Data

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

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

- a) The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
- b) The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

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

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

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

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

IX. ANNUAL REVIEW AND POSTING

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

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

Data Practices Contacts

Responsible Authority:

Renee Corneille

[3303 33rd Avenue NE, St. Anthony, MN 55418]

[612-706-1000; communications@isd282.org]

Data Practices Compliance Official:

Wendy Webster

[3301 Silver Lake Road, St. Anthony, MN 55418]

[612-706-1170; communications@isd282.org]

Data Practices Designee(s):

Communications Coordinator

[3301 Silver Lake Road, St. Anthony, MN 55418]

[612-706-1170; communications@isd282.org]

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

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

*Adopted: Jan. 7, 2025
Rev. June 2025
Mandatory*

606.5 LIBRARY MATERIALS

I. PURPOSE

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

II. GENERAL STATEMENT OF PURPOSE

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

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

III. DEFINITIONS

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

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

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

Commented [1]: incorrect statute number: should be 124D.991

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
 2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement (The district upholds the principles of intellectual freedom as codified in the Library Bill of Rights and the Freedom to Read Statement.)
 3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
 4. has technology and Internet access; and
 5. is served by a licensed school library media specialist or licensed school librarian.
- B. “Library collection” consists of the library materials made available to students.
- C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.
- D. “Library media specialist” is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.
- E. The term media center is used interchangeably with library.

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

- A. The school board recognizes the expertise of the school district’s professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

- C. The procedures for selection and reconsideration set forth in this policy will be administered by:
 - 1. a licensed library media specialist under Minnesota Rules, part 8710.4550;
 - 2. an individual with a master's degree in library science or library and information science; or
 - 3. a professional librarian or a person trained in library collection management.

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

V. SELECTION OF LIBRARY MATERIALS

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

for whom the materials were selected;

5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
 - a. Artistic quality and/or literary style;
 - b. Authenticity;
 - c. Critical thinking;
 - d. Educational significance;
 - e. Factual content;
 - f. High interest for intended audience; and
 - g. Readability.
 6. The selection of library materials shall conform to the constraints of the school district budget.
- B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.
- C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.
- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the Superintendent designee.
- E. Gifts and Donations of Library Materials
- Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection.

In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request, but can not guarantee if the request of books exceeds a manageable amount for the media specialist. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials. Parents are required to make their requests in writing on an annual basis.

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.
- C. Informal Request for Reconsideration of Specific Library Material
 - 1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the **Superintendent designee**. The **Superintendent designee** and the library media specialist shall assume responsibility for processing the request on an informal basis.
 - 2. **The superintendent's designee** and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
 - 3. If the request is not resolved informally, the **Superintendent's designee** shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.
- D. Formal Request for Reconsideration of Specific Library Collection Material
 - 1. A Formal Request for Reconsideration of specific library material is

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

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

2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). *This committee shall include an odd number of members with the following stakeholders:*

- a. One member of the school district or building administration who shall be the Superintendent's designee. The Superintendent's designee shall lead the Review Committee process. *(voting)*
- b. School board member *(non-voting)*
- c. Two teachers of which at least one is from the involved building *(voting)*
- d. Two library media specialists. *The media specialist from the involved building is a non-voting member and the media specialist from the uninvolved media center is a voting member of the committee.*
- e. Two members of the school district community with no direct connection with the request for reconsideration. The school district community includes the parents and guardians of students as well as residents living in the SANB school district. *(voting)*
- f. One or two student representatives (as considered developmentally appropriate to the specific request). *(non-voting)*

3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy. ~~The complainant may not participate in or observe the committee's deliberations unless invited to do~~

Commented [2]: If the Review committee is no longer making the final decision, can we remove the "odd number of members" as well as voting/non-voting language. The committee is making a recommendation to the superintendent, not a final decision.

Commented [3]: Board member - non voting member to the committee? Preferably one from the policy committee.

so by the committee.

Commented [4]: Recommendation to shift this to the positive - may observe if requested by the committee

The Formal Request for reconsideration will be completed within a 12 week timeline. The Review Committee will complete the review process and send its formal recommendation(s) to allow for the Superintendent to make a final decision within the 12 week timeline. The superintendent's designee will establish the date(s) and meeting(s) upon which the committee will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy. At least one of the Book Review Committee meetings would allow the requestor(s) to listen and observe the Book Review Committee meeting. The Book Review Committee may also extend an invitation for the requestor(s) to attend additional meetings at its discretion.

Commented [5]: Do we want to clearly state in the policy that the district will provide the reading material? The final duration of the timeline is still up for discussion. up to 12-16 weeks is my thought could be less, but not longer..

4. The Review Committee

- a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
- b. shall examine the specific library material as a whole;
- c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
- d. shall submit a written report to the superintendent ~~or the superintendent's designee~~ containing the Review Committee's recommendations, on whether to retain, to remove, or to take other action regarding the specific library material.

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5. The superintendent ~~or the superintendent's designee~~ shall inform the requestor and the school board of the final Decision of the Formal Request for Reconsideration.

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6. The requestor shall have the right to appeal the decision of the superintendent to the school board by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the superintendent's decision to the requestor. ~~The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.~~

E. Appeal to the school board

- 1. The appeal process to the school board will be planned for completion within a 12 week period.
- 2. The school board chair, or the chair's designee (who will be another member of the board), will run the appeal process.

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3. The School board chair will have discretion as to whether the appeal process will occur with the full school board or a committee of the board.

4. The final decision(s) of the Appeal process rests with the final decision taken by action of the school board and is not open to further appeal.

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VIII. CHALLENGE REPORT

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

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

IX. PROHIBITION ON RETALIATION

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

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)

Other References: [Library Bill of Rights](#)

Sample Form: Formal Request for Reconsideration of Specific Library Collection Material

Commented [7]: Timeline - in procedure or in policy? Review other districts' policies/procedures.

The St. Anthony-New Brighton school board adopted Policy 606.5 (Library Materials), under which the school board delegated responsibility for selection and evaluation of library materials to school district staff. This policy establishes procedures for Formal Reconsideration of specific library collection material.

A St. Anthony-New Brighton school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. A separate request form must be completed per individual book title. An individual may request one challenge at a time to allow for the review committee to complete the process. The requestor must read the entire library material before submitting this form.

A requestor has the option to request Formal Reconsideration if the informal process set forth in Policy 606.5 has not resolved the matter.

The first step in the Formal Reconsideration process is submission of a fully completed Formal Request for Reconsideration form. A separate form must be completed in full for each library material item for which Formal Reconsideration is requested.

If you wish to request formal reconsideration of specific library collection material, please return a completed form to:

Superintendent
3303 33rd Ave NE
St. Anthony MN 55418

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Date

Name of Requestor

Address

Phone Email

Type of Library Material (please check)

Book (e-book)	
Movie	
Magazine	
Database	
Newspaper	

Audio Recording	
Digital Resource	
App	
Streaming Media	
Other	

Title: _____

Author/Producer: _____

Please explain the concern you have regarding this Library Material.

Please explain the circumstances that brought this Library Material to your attention.

After you have examined the entire Library Material, please identify the concerning sections.

Please identify resources that may provide additional information and/or other viewpoints regarding this Library Material.

Please set forth the ways in which you believe this Library Material does not comply with the selection objectives and criteria set forth in Policy 606.5

Please set forth the resolution that you seek.

An acknowledgement of receipt of the request to review will be provided to the complainant within two days. Due to the complexity of the text/material a reasonable time frame will be used to review the material and provided to the complainant.

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¹Library Bill of Rights: https://drive.google.com/file/d/1GvXfihqm0x17VyYINje15vMJX4YFoEO6/view?usp=drive_link

*Original 1995
Revised 2017, 2018, 2023
April 2025
Mandatory*

903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. OFF-CAMPUS LEARNING STUDENTS

- A. A student enrolled in off-campus learning, such as post-secondary enrollment options, career and technology education, or other off-campus courses related to their formally established learning plan, may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in an off-site learning course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for the off-campus learning course in accordance with established procedures.

IV. RESPONSIBILITY

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

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

V. VISITOR LIMITATIONS

- A. An individual, off-campus learning student, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors, including off-campus learning students with valid parking passes, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
 - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual, off-campus learning student, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

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

Cross References: None

To: ISD 282 School Board

From: Executive Director Hope Fagerland

Date: August 28, 2025

Subject: Policy 903 and Visitors to ISD 282 School Buildings

This memo is meant to serve as a reminder regarding ISD282 policies and practices for visitors to St. Anthony-New Brighton school buildings, as well as what information can be shared. This could include, but is not limited to parole officers, social workers, and immigration agents. This can also pertain to students participating in either PSEO and/or CTE off-campus programs.

The following is the process for when visitors arrive at the **High School/Middle School Building**:

1. Check-in at the Front Desk/Welcome Desk.
2. Front Desk Staff verify in the Student Information System whether the visitor is one of the following:
 - a. If the visitor is a parent, guardian, or approved volunteer, they would go through the typical process of checking in through the Verkada System and receive a visitor badge.
 - i. The Front Desk at the MS/HS will call the building office to escort a parent/guardian to the appropriate location.
 - ii. MS/HS Building office staff will notify the Front Desk if a known visitor is coming that day.
 - b. If the visitor is **not** a parent, guardian, approved volunteer, and/or it is someone who does not have an appointment, they should wait at the Front Desk while that staff member contacts the building principal (or Principal designee).
 - i. The building principal or principal designee will determine the next steps for the visitor, which could include contacting the Superintendent/District Office.
 - c. If the visitor is a student participating in either PSEO/CTE - the guidelines are below:
 - i. **School-wide Expectations:** While on school grounds, PSEO students are expected to follow the same guidelines as everyone else. This includes things like cell phone use, hallway passes, and attendance policies, as outlined in the Student Handbook.
 - ii. **Arrival and Departure:** PSEO students enter and exit the building through **Door 1** and create a SmartPass to go to their next location.
 - iii. **Virtual Classes:** For PSEO classes are virtual, students can work from home or in the **SAVHS Media Center**.
 - iv. **Lunch:** PSEO students are welcome to eat lunch at school, but are are not allowed to order in outside food or beverages. Bringing home lunch is acceptable.

The following is the process for when visitors arrive at **Wilshire Park Elementary School Building**:

1. Approved volunteers check in at the kiosk (Verkada system) located in the vestibule by Door 1. They print their visitor badge and proceed to the classroom they are volunteering in.

2. Guests/visitors with an appointment check in at the office. They are given a visitor's badge and they proceed to their scheduled meeting location.
3. Visitors who come in unannounced are instructed to make an appointment with the classroom teacher, Principal and or Assistant Principal. In urgent situations, we will contact the Principal or Assistant Principal.
4. When parents come in to pick up a sick child or a child leaving early for an appointment, they do not go into the school building. They will wait in the office or vestibule until their child comes out.
5. Students will not be released to anyone who is not listed in Skyward as a legal guardian or emergency contact. Depending on the situation, we may contact the legal guardian to get permission to release the student to a relative not in the Skyward.

The following is the process for when visitors arrive at **Community Services Building**:

1. Guardians have a specific key code to use to enter the secured early childhood programming space.
2. Non-guardian visitors come to the Community Services desk to check in.
3. Staff check their ID to verify their name and to confirm on the authorized pick up list for specified student(s).
4. Staff escorts the visitor to the classroom

Reminder: No student information should be released under the Family Educational Rights and Privacy Act (FERPA) in person, over the phone, or through email. This includes if the student is in attendance.

Policy References:

[Policy 515](#) - Protection and Privacy of Pupil Records

[Policy 519](#) - Interviews of Students by Outside Agencies

A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.

B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

[Policy 903](#) - Visitors to School District Buildings

Per 903 Policy the following is required:

IV. RESPONSIBILITY

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

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

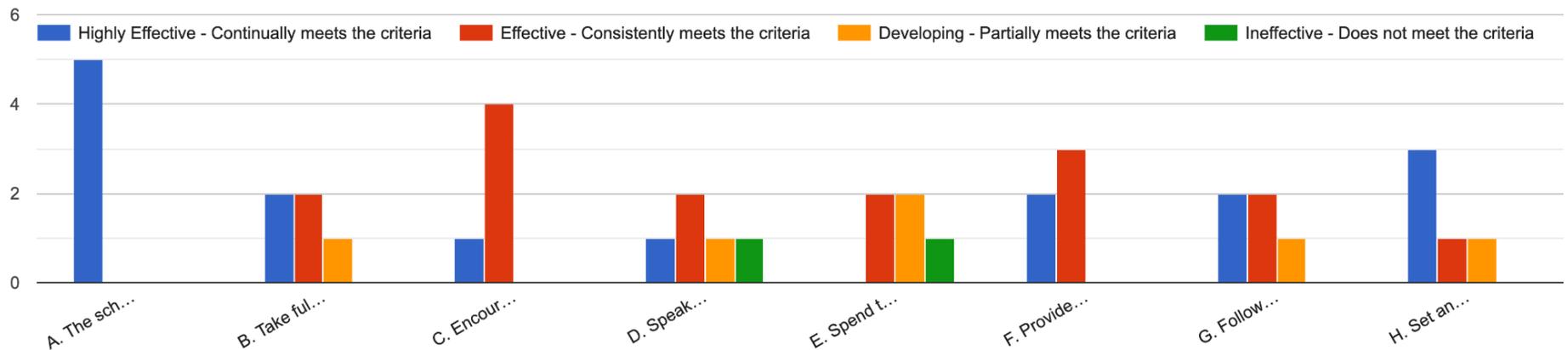
This memo is providing both the board and the community of ISD282's procedures for visitors coming into school buildings.

2024-25

School Board Evaluation Results

Standard 1: Conduct and Ethics

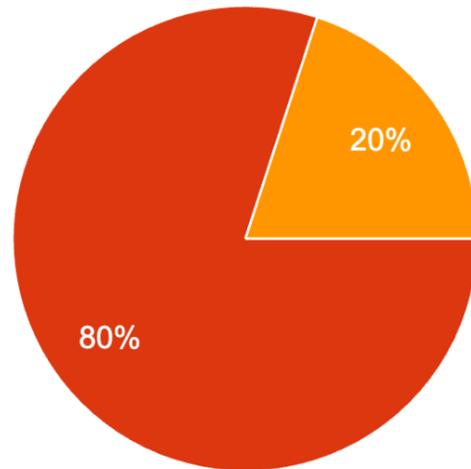
An effective, high-performing school board strives to meet the following benchmarks:



- A. The school board team consists of school board members and the superintendent and evaluates its performance at least annually.
- B. Take full responsibility for its activity and behavior at and away from the school board table.
- C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
- D. Speak with one voice after reaching a decision.
- E. Spend time on board governance work rather than staff work — focuses on the ends not the means.
- F. Provide for orientation and ongoing training for all school board members.
- G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- H. Set an example of respectful and civil leadership.

Overall rating for this standard: Conduct & Ethics

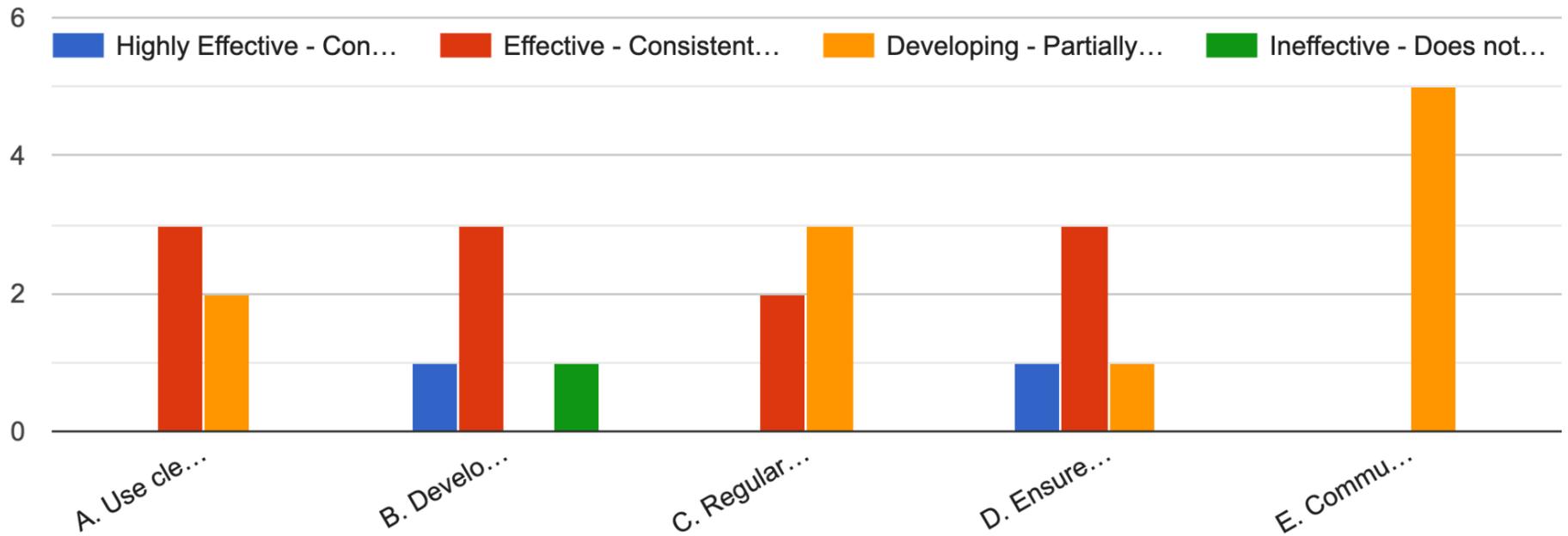
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

Standard 2 - Vision

An effective, high-performing school board strives to meet the following benchmarks:



A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.

B. Develop a strategic plan which includes well-crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.

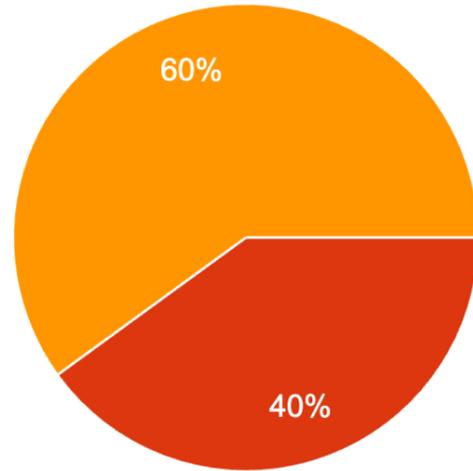
C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.

D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.

E. Communicate the strategic plan and the progress to the community.

Overall rating for this standard: Vision

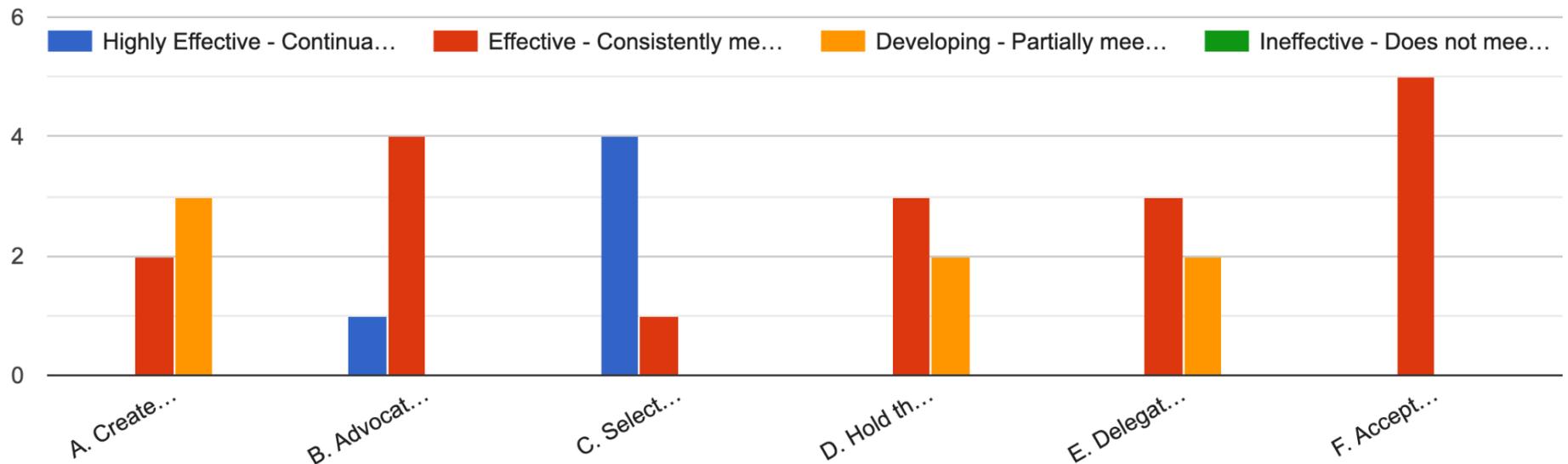
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

Standard 3 - Structure

An effective, high-performing school board strives to meet the following benchmarks:

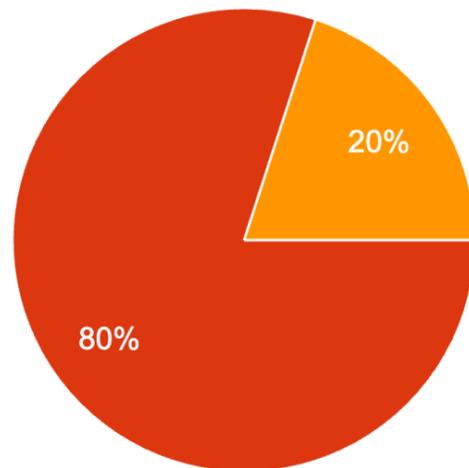


- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person — the superintendent — as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.

F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Overall rating for this standard: Structure

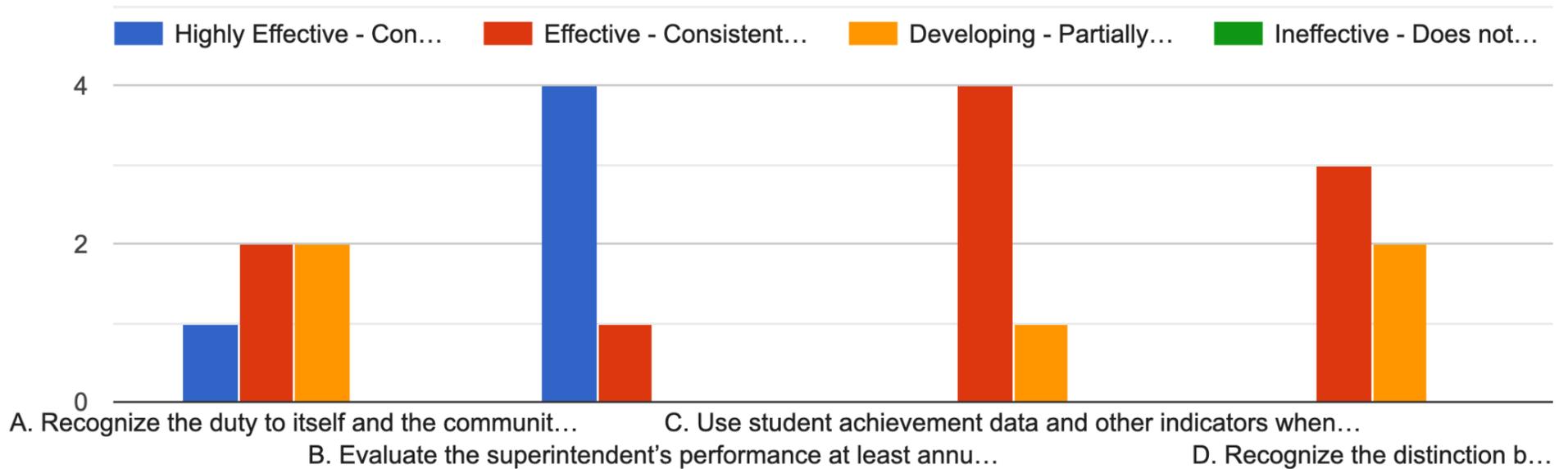
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

Standard 4 - Accountability

An effective, high-performing school board strives to meet the following benchmarks:

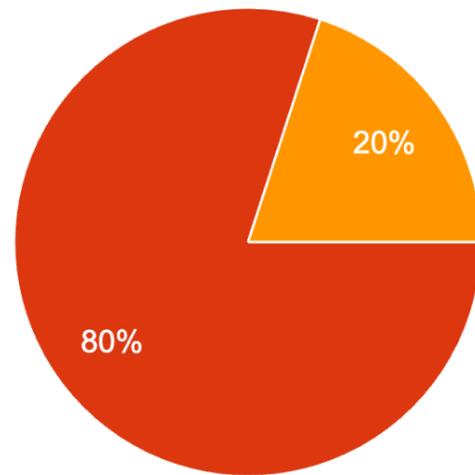


- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent's performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.

D. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

Overall rating for this standard: Accountability

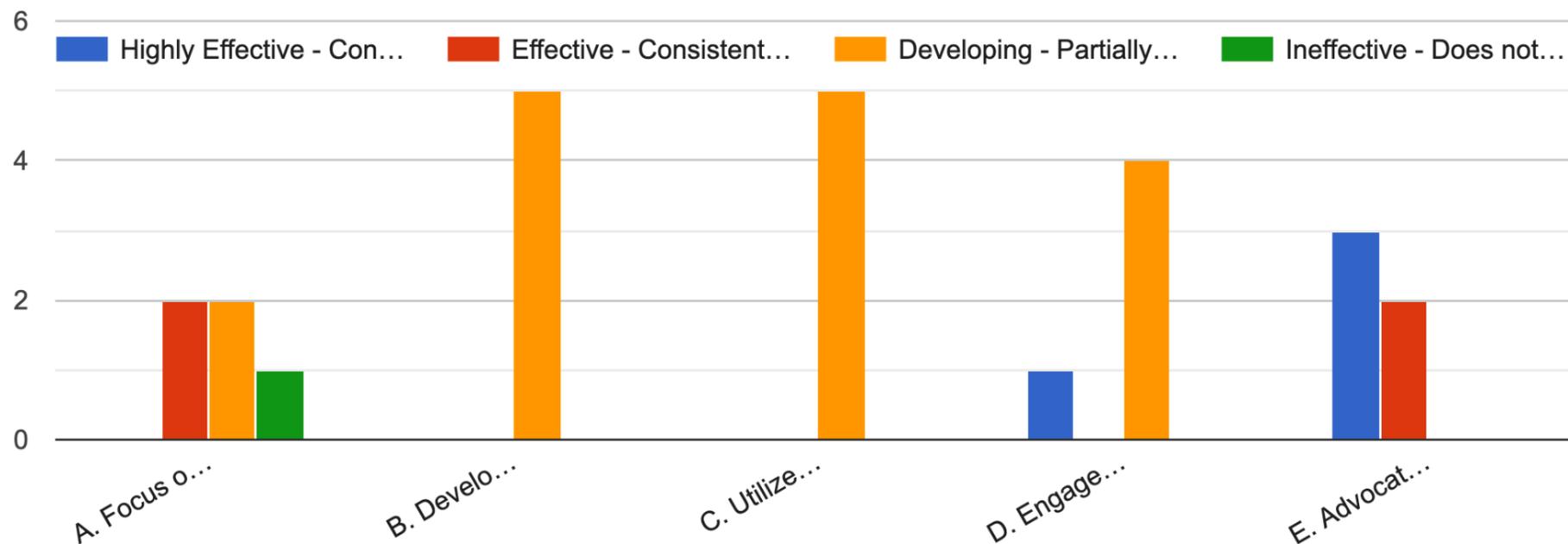
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

Standard 5 - Advocacy and Communication

An effective, high-performing school board strives to meet the following benchmarks:



A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.

B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.

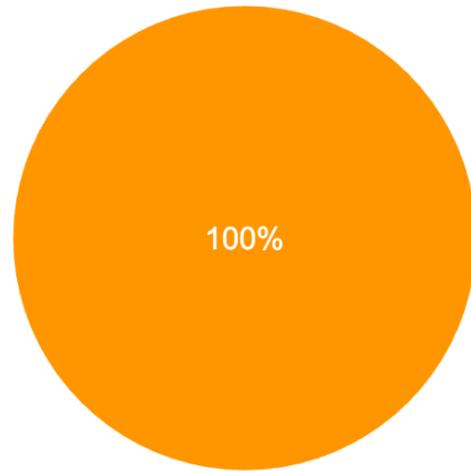
C. Utilize a public relations strategy that supports the flow of information into and out of the school district.

D. Engage and build relationships with both public and private stakeholders.

E. Advocate on local, state, and national levels.

Overall rating for this standard: Advocacy & Communication

5 responses



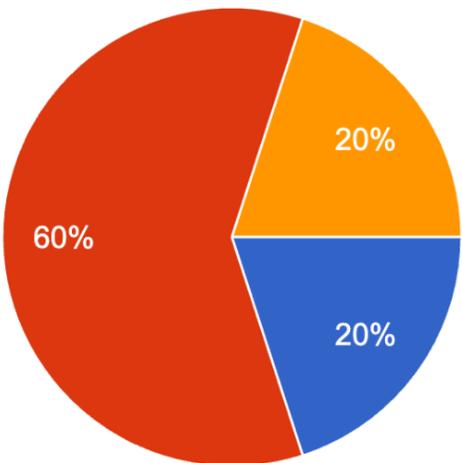
- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

Annual School Board Goals

Goal #1 By the end of the 2025 school year the School Board will implement a school board handbook to provide a roadmap on how board members can effectively do their job in governance.

The School Board met the following goal/objective: Goal #1 By the end of the 2025 school year the School Board will implement a school board handbo...mbers can effectively do their job in governance.

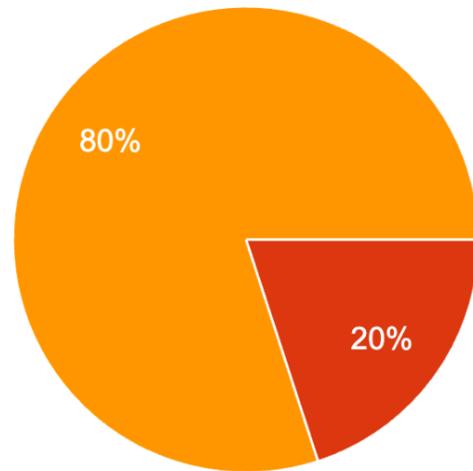
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

Goal #2 By the end of the 2025 school year School Board members will be proficient in: Board Roles and Responsibilities (including new board member onboarding); ISD282's systemic alignment regarding educational practices - RRR, Effective Instruction (the binder); District Assessment Practices; SANB specific initiatives such as Literacy

The School Board met the following goal/objective: Goal #2 By the end of the 2025 school year School Board members will be proficient in: Board R...actices; SANB specific initiatives such as Literacy
5 responses

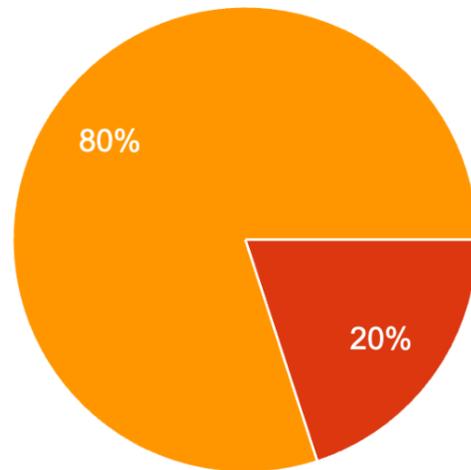


- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

Goal 3: By the end of the **2025 calendar** year School Board members will be able to demonstrate proficiency using the communications plan (**2024** goal) to articulate the work of RRR (goal 2) in SANB, **in part through the application of goal 2 to create an online, new board member onboarding course.**

The School Board met the following goal/objective: Goal 3: By the end of the 2025 calendar year School Board members will be able to demonstrate... an online, new board member onboarding course.

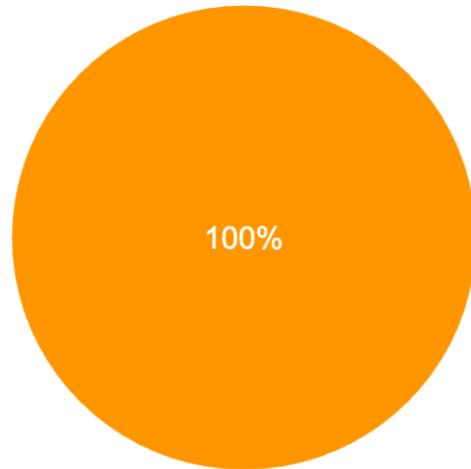
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

Goal 4: Community Engagement by implementing effective board communications. By the end of the 2026 school year the School Board will engage with the community and other subject matter experts to create a sustained community engagement plan specific to the School Board.

The School Board met the following goal/objective: Goal 4: Community Engagement by implementing effective board communications. By t...ty engagement plan specific to the School Board.
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

SANB School Board Goals 2024-2026

Goal #1

Strategic Direction: High Expectations SAN School Board



Rationale:

- Need for an aligned understanding of how to comport oneself as a board member
- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
 - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
By the end of the 2025 school year the School Board will implement a school board handbook to provide a roadmap on how board members can effectively do their job in governance.	Reviewing MSBA and other school districts' best practices Refining existing SANB content	A completed handbook covering a wide range of topics including: Board governance Communication norms	MSBA Various district materials CESO

Goal #2

Strategic Direction: High Expectations, High Support

School Board

Rationale:

- **School Board members need a strong depth of knowledge in order to be effective, engaged and informed decision makers as well as effective communicators.**
- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
 - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
<p>By the end of the 2025 school year School Board members will be proficient in</p> <ul style="list-style-type: none"> ● Board Roles and Responsibilities (including new board member onboarding), ● ISD282's systemic alignment regarding educational practices - RRR, Effective Instruction (the binder) ● District Assessment Practices, ● SANB specific initiatives such as Literacy 	<p>The district will provide the School Board a two year cycle of individual and whole board SANB specific professional learning opportunities. Which will include application of knowledge by observing classrooms and learning spaces</p>	<p>Board Roles and Responsibilities - including new board member onboarding (Individually and as a group)</p> <ul style="list-style-type: none"> - TeamWorks <p>ISD282's systemic alignment regarding educational practices - RRR Effective Instruction</p> <ul style="list-style-type: none"> - Completion of learning in binder (individually) - Assessment of self using Formative Checks from the binder (individually & as group) - Tour and observe classrooms and learning 	<p>Dr. Corneille and Administration</p> <p>TeamWorks (or other board development organization)</p> <p>Department of Teaching and Learning</p>

		<p>spaces to see theory in action (as group)</p> <p>District Assessment Practices</p> <ul style="list-style-type: none">- Completion of MDE Modules 1-4 (individually) <p>Literacy</p> <ul style="list-style-type: none">- Completion of Literacy Modules (individually)- Tour and observe classrooms and learning spaces to see theory in action (as group)	
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Goal #3

Strategic Direction: High Expectations

School Board

Rationale:

- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
 - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
By the end of the 2025 calendar year School Board members will be able to demonstrate proficiency using the communications plan (2024 goal) to articulate the work of RRR (goal 2) in SANB, in part through the application of goal 2 to create an online, new board member onboarding course.	Use professional development learning from January 2024 for support Creation of Board task force to implement an onboarding course Elevator speech creation and revision	Google Classroom Course Concept Maps on T&L Revised elevator speeches	CESO Dr. Corneille and Administration Department of Teaching and Learning

Goal #4

Strategic Direction: High Expectations, High Support

School Board

Rationale:

- School Board members need for an effective and sustaining community engagement plan

- **When we make decisions from the Board how do we get feedback from the community?**
- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
 - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
<p>Community Engagement by implementing effective board communications</p> <p>By the end of the 2026 school year the School Board will engage with the community and other subject matter experts to create a sustained community engagement plan specific to the School Board.</p>	<p>Utilization of a community focus group</p> <p>Identify gaps in communication</p>	<p>Understand Community values and how to represent them in conjunction with student outcomes</p>	<p>Community members</p> <p>“Great on their Behalf” book</p> <p>Dr. Corneille and Administration</p>