

Listening Session + Regular Meeting of
the St. Anthony-New Brighton School
Board

Tuesday, October 7, 2025 6:00pm Listening
Session, 6:30pm Regular Meeting

St. Anthony Community Services (Council
Chambers)
Community Services
3301 Silver Lake Road NE
St. Anthony , MN 55418

Agenda

1. Listening Session (6:00 pm)
Speaker(s): Barry Kinsey - School Board Chair
2. Call to Order School Board Regular Meeting (6:30pm)
Speaker(s): Barry Kinsey - School Board Chair
3. Approval of Agenda
Speaker(s): Barry Kinsey - School Board Chair
4. Approval of **AMENDED** Consent Agenda
Speaker(s): Barry Kinsey - School Board Chair
5. Report: Patriots Marching Band
Speaker(s): Chris Ravndal - Patriots Director
6. Report: Student Services
Speaker(s): Hope Fagerland - Executive Director of Academics
7. Action Items
 - 7.1. Food Service Debt Cancelation
Speaker(s): Phan Tu - Controller
 - 7.2. Assurance of Compliance
Speaker(s): Hope Fagerland - Executive Director of Academics
 - 7.3. Language Action Plan
Speaker(s): Hope Fagerland - Executive Director of Academics
 - 7.4. Policies - Final Reading
Speaker(s): Dr. Cassandra Palmer - Policy Committee Chair
8. Discussion Items
 - 8.1. Enrollment Update
Speaker(s): Hope Fagerland - Executive Director of Academics
 - 8.2. Policies - First Reading
Speaker(s): Dr. Cassandra Palmer - Policy Committee Chair
9. Reports
 - 9.1. ISD282 Program and Building Report
Speaker(s): Hope Fagerland - Executive Director of Academics
 - 9.2. Board Reports
Speaker(s): Barry Kinsey - School Board Chair
10. Adjourn School Board Meeting
Speaker(s): Barry Kinsey - School Board Chair

AMENDED SCHOOL BOARD CONSENT AGENDA
10/07/2025

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Date Effective
Skott-Myhre	Jessica	Lunch/Playground Para	WP	9.22.2025
Nogosek	Emilie	Soccer Coach	SAVHS	8.12.2025
Ellis	Spencer	Assistant Football Coach	SAVHS	8.12.2025
Selsback	Braden	Custodian	HS/MS	9.30.2025
Howard	Amelia	SpEd Para	SAVHS	10.01.2025
Schiltz	Maggie	Science	St. Charles	08.20.2025
Brandvik	Ahna	Vocal Director-Fall Musical	SAVHS	09.29.2025
Olsen	Jonathan Thomas	Boys Soccer Coach	SAVHS	08.12.2025
Donohue	Kirsten	Interim Assistant Principal	WP	10.20.2025

Resignation(s)

Last Name	First Name	Position	School	Date Effective
Guallupa	Emmanuel	Building Supervisor	CS	09.07.2025
Perkins	Leah	Building Supervisor	CS	08.12.2025
Younis	Amal	Assistant Principal	WP	10.14.2025

Leave of Absence Request(s)

Last Name	First Name	Position	School	Dates Effective
Geske	John	Math	SAMS	01.26.26-03.06.26
Behm	Kristine	Physical Education	WP	12.11.25-01.23.26

2.

Payment of Bills Checks Paid 09/16/2025

01- General Fund	\$110,142.65
02- Food Service Fund	\$35,753.24
03- Transportation Fund	\$3,615.50
04- Community Serv Fund	\$44,544.41
05- Capital Expenditure Fund	\$88,224.77
08- Agency Fund	\$26,750.00
09- Trust Fund	\$631.06
25 - Student Activities	\$3,580.05
Total: \$	\$313,241.68

Payment of Bills Checks Paid 09/26/2025

01- General Fund	\$183,173.01
02- Food Service Fund	\$25,263.35
03- Transportation Fund	\$701.13
04- Community Serv Fund	\$7,637.62
05- Capital Expenditure Fund	\$38,188.18
08- Agency Fund	\$13,250.00
09- Trust Fund	\$1,845.01
25- Student Activities	\$7,038.96
Total: \$	\$277,097.26

3. Minutes

9/16/25 Work Session and 9/30/25 Joint City & Board Professional Development Meeting Minutes (see BoardBook for document)


St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

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

Tuesday, September 16, 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:	Present
Barry Kinsey:	Present
Laura Oksnevad:	Present
Mike Overman:	Present
Cassandra Palmer:	Present
PJ Striker:	Present

1. Call to Order School Board Regular Meeting

Discussion: Chair Kinsey called the meeting to order at 6:02pm. Due to the time-sensitive nature of the Levy Certification required by MDE, a Regular Meeting is required to take action prior to September 30th.

Staff in attendance included: Hope Fagerland, Emerson Sears, Dr. Troy Urdahl, Viviana Chavez Garcia, JT Zell, Allie Guidish, Brynne Diggins, Jada Richard

2. Approval of Agenda

Action(s):

The recommended motion is to approve the September 16, 2025 Regular Meeting and Work Session agenda as presented. This motion, made by Overman and seconded by Palmer, Carried.

Voting Detail:

Laurel Hood:	Yea
Barry Kinsey:	Yea
Laura Oksnevad:	Yea
Mike Overman:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea

Voting Summary: Yea: 6, Nay: 0

3. Approval of Consent Agenda

Action(s):

The recommended motion is to approve the consent agenda as presented,


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including: minutes from August 28, 2025 Board regular meeting, personnel, and payment of bills. This motion, made by Striker and seconded by Oksnevad, Carried.

Voting Detail:

Laurel Hood: Yea
Barry Kinsey: Yea
Laura Oksnevad: Yea
Mike Overman: Yea
Cassandra Palmer: Yea
PJ Striker: Yea

Voting Summary: Yea: 6, Nay: 0

4. **Levy Certification**

Action(s) :

The recommended motion is to certify the levy for taxes payable in 2026 as a 'maximum' levy amount as presented. This motion, made by Striker and seconded by Palmer, Carried.

Voting Detail:

Laurel Hood: Yea
Barry Kinsey: Yea
Laura Oksnevad: Yea
Mike Overman: Yea
Cassandra Palmer: Yea
PJ Striker: Yea

Voting Summary: Yea: 6, Nay: 0

Discussion: Controller Phan Tu presented the preliminary 25 pay 26 Levy with the recommendation to approve the maximum amount. This provides flexibility in preparation for the final levy approval in December. The total approved levy amount was \$10,104,220 for a decrease of - 2.98%.

5. **Adjourn regular meeting**

Discussion: Chair Kinsey adjourned the regular meeting at 6:14pm.

6. **Call to Order School Board Work Session**

Discussion: Chair Kinsey called the work session to order at 6:14pm.

7. **Report: Athletics, and Activities**

Discussion: Dr. Troy Urdahl and JT Zell shared a 2024-25 Athletics and Activities report. The report included celebrating Coach of the Year, Dave Wiggins, connecting the program's strategic directions with district Success Metrics: increasing communication, student wellness, and community/student learning. Participation in athletics and activities is strong and stable.

8. **Report: Career Coordinator Update**

Discussion: College and Career Coordinator, Emerson Sears, shared the College and Career Center vision, goals, and services. In addition, SAVHS is now a part of the Direct Admissions Program. With Direct Admissions, students are proactively notified of which colleges and

universities they are accepted.

9. Report: Eagle Bluff Presentation

Discussion: 8th Grade teachers, Allie Guidish and Brynne Diggins, shared the history, plans, coordination, communication and financing of the Eagle Bluff trip for 8th graders.

10. Discussion Items

10.1. Language Access Plan

Discussion: EL Coordinator, Viviana Chavez Garcia, shared with a first read of the Language Access Plan, a legislatively mandated plan that outlines how the district will support language access for students and families.

10.2. Student Success Metrics Update and Goals Review

Discussion: The board reviewed long-term academic goals through 2028, with progress benchmarks set for 2025-2027. Discussion highlighted declining proficiency trends since the 2013 standards shift, further impacted by COVID, and emphasized the need to ensure student proficiency as an equity and citizenship issue. Current data progress is being tracked across grades 3, 5, 8, and ACT outcomes, in addition to student wellness and citizenship success metrics. The board will continue to review data for future goal updates.

10.3. Data Request Update

Discussion: The board received an update on public data requests, which have increased from the typical two per year to 15 since May, many spanning 10 years and requiring significant legal review and redaction. Fulfilling these requests has created financial and staffing burdens, with costs to date estimated at \$27,000 and projected to rise, prompting discussion about process efficiencies, transparency, and potential staffing support to manage the workload.

11. Reports

11.1. ISD282 District, Program, and Building Report

Discussion: Executive Director of Academics, Hope Fagerland, shared updates from each building and program. Highlights include: the facilities team is fully staffed, the Early Family Learning Program is up to 12 families, prompting the need to hire an additional assistant teacher, Wilshire Park is instituting a proactive teacher-parent communication system and the results are positive. Wednesday student clubs have started at SAMS with many creative options. The new cellphone policy/procedures at SAVHS is going well with a visible increase in students engaging with each other.

11.2. Board Reports

Discussion: School Board members took time to share information from the meetings, professional learning and events they attended.

12. Adjourn School Board Meeting

Discussion: What have we done for learners? The board emphasized that all work is centered on supporting students, with data serving as a key tool for improvement. Discussion included equitable funding for Eagle

St. Anthony  **New Brighton**
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Bluff experiences, sustaining teaching and learning through future levy support, and student well-being results from the Panorama survey. Additional updates covered efforts to simplify college applications, lessons on continuous improvement including cell phone-free practices, and implementation of the district's language access plan to ensure equitable access for families.

Chair Kinsey adjourned the meeting at 9:34pm.

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____

Joint City Council & School Board Meeting

Tuesday, September 30, 2025

6:00 PM

St. Anthony Community Services (Council Chambers), Community Services, 3301
Silver Lake Road NE, St. Anthony , MN 55418
www.isd282.org/discover/school-board

Minutes

Attendance Taken at 6:00 PM.

Laurel Hood: Present
Barry Kinsey: Present
Laura Oksnevad: Present
Mike Overman: Present
Cassandra Palmer: Present
PJ Striker: Present

1. Call to Order Joint City Council and School Board Meeting

Discussion: Chair Kinsey called the meeting to order at 6:00pm
Staff in attendance: Hope Fagerland
City Council in attendance: Mayor Webster, Jan Jenson, Lona Doolan,
Nadia Elnagdy, Charlie Yunker City Manager

2. St. Anthony City Council Update

Discussion: Mayor Webster provided the board with updates on the city tax levy, ordinances, and other items that might be discussed by the council, such as park usage and updates.

3. St. Anthony-New Brighton School Board Update

Discussion: Chair Kinsey provided an update to the council about workshop week, student enrollment, preliminary levy, homecoming week festivities and the election.

4. BeSmart Background

Discussion: The council and board discussed and showed interest in sending out a joint letter to families about safe firearm storage.

5. Adjourn School Board Meeting

Discussion: Mayor Webster closed the meeting 6:56pm.

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____

School Board Professional Development Meeting

Tuesday, September 30, 2025

7:00 PM

St. Anthony Community Services (Council Chambers), Community Services, 3301
Silver Lake Road NE, St. Anthony , MN 55418
www.isd282.org/discover/school-board

Minutes

Attendance Taken at 7:00 PM.

Laurel Hood:	Present
Barry Kinsey:	Present
Laura Oksnevad:	Present
Mike Overman:	Present
Cassandra Palmer:	Present
PJ Striker:	Present

1. Call to Order Professional Development Meeting

Discussion: Chair Kinsey called the meeting to order at 7:06pm

Staff in attendance: Hope Fagerland, Susan Brott, Jada Richard

2. Approval of agenda

Action(s) :

Recommended motion is to approve the agenda as presented. This motion, made by Palmer and seconded by Overman, Carried.

Voting Detail:

Laurel Hood:	Yea
Barry Kinsey:	Yea
Laura Oksnevad:	Yea
Mike Overman:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea

Voting Summary: Yea: 6, Nay: 0

3. Discussion

3.1. Community Engagement

Discussion: Susan Brott of CESO presented the board with a draft School Board Engagement Plan. The board reviewed, discussed, and with the CESO's help, will develop a calendar with locations for informal listening sessions as well as structured community conversations.

3.2. 2025-26 Board Goal Development

Discussion: The board reviewed the evaluation results in depth and began the drafting of 2025-26 goals around school board

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norms/onboarding, data and accountability, and advocacy and communication based on the board engagement plan. These goals will come back to the board for review and approval at future meetings.

3.2.a. School Board Evaluation Review and 2024-2026 School Board Goal Review

4. Adjourn School Board Meeting

Discussion: Board Chair Kinsey adjourned the meeting at 9:27pm.

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____

Patriots Report
10//7/25 School Board Meeting

OVERVIEW

The 2025 Patriots season was a good year marked by strong performances and steady, lasting improvement (deep learning!).

STAFF

- Dan Wenkel (drumline, retired teacher) returned part-time for yet another season.
- Caitlin Icart (color guard) returned for her third year
- Kyle Hendren (band director; lives in SLP) returned for his second year
- Marching instructor Brent Turner was part of the staff from the beginning this year and designed our “show” for the first time.
- Patriots/SLP grad Emma Petersen, a music education major at UW-River Falls, interned with us for the second consecutive summer
- New staff member Mike Finney (drumline instructor) came on board in a part-time capacity (because of numerous existing commitments) right before the season started.

SEASON DETAILS & HIGHLIGHTS

- Participation increased by 12 students – inching ever closer to pre-COVID numbers:

109 students

73 from SAV

36 from SLP

- 89 of the 109 students went on the trip to the Pittsfield (MA) 4th of July Parade. We came in a close second place in the parade, one point out of first (according to the woman who delivered our trophy).
- We finished 1st in the Spring Lake Park Tower Days and “Celebrate! Northeast” parades, as well as strongly in a few others. Roseville limited how many bands they let into the RoseFest parade, and while we were the 5th band (out of the allowable 9) to get our application in, we were the 4th band in our class, so we discovered the Oakdale parade and marched in it instead.
- The drum major was Bergen Hall (SAV). The band commander was Jace Bancroft (SLP). The guard commander was Sarah Kempenich (SAV). Sarah was the only junior.
- Our 2025 student leadership was solid but skewed more toward juniors, which bodes well for the upcoming season. Annually, the learning is sticking better and better, which is what we want. Even VillageFest has become a consistently strong performance for us, which historically wasn’t always the case.

Respectfully submitted,

Chris Ravndal, Patriots Executive Director

Student Services

October 7, 2025

Student Services

Jenny Kuykendall

Assistant Director of Special Education

Lori Watzl-King

District Wellness Coordinator

Viviana Chavez-Garcia

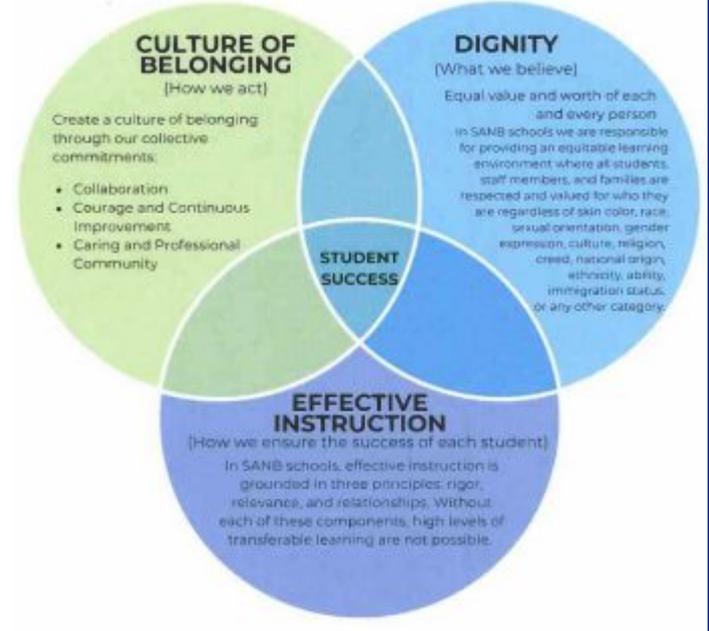
Multilingual Coordinator

Family and Student Support Coordinator



Purpose

We bring a unique and equity-focused lens as we serve alongside others to support the needs of individuals through the continual improvement of systems.





Special Education

Special Education Updates



- Fully staffed as of Oct 20!
 - Contracting agencies
 - Team Leads
-

- Upcoming SEAC Meeting - November 6

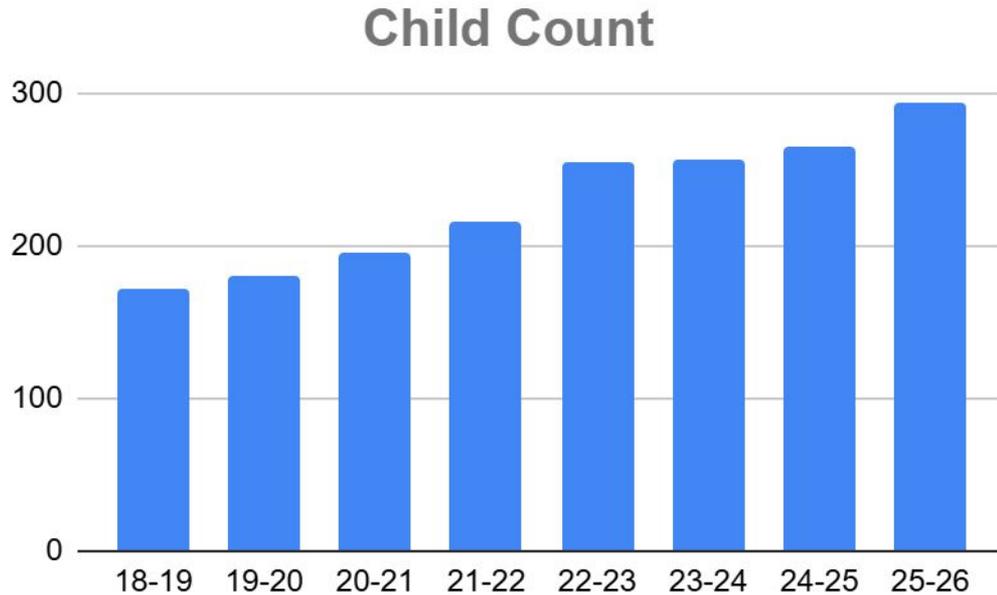
- Read Act
 - Teachers and paraeducators
-

- ASD Centerbased Classroom at Wilshire Park

- Service models
 - more co-taught classes
 - Push-in writing support

- 916
 - 2 students on the waitlist
 - Utilizing the consultation team

Special Education

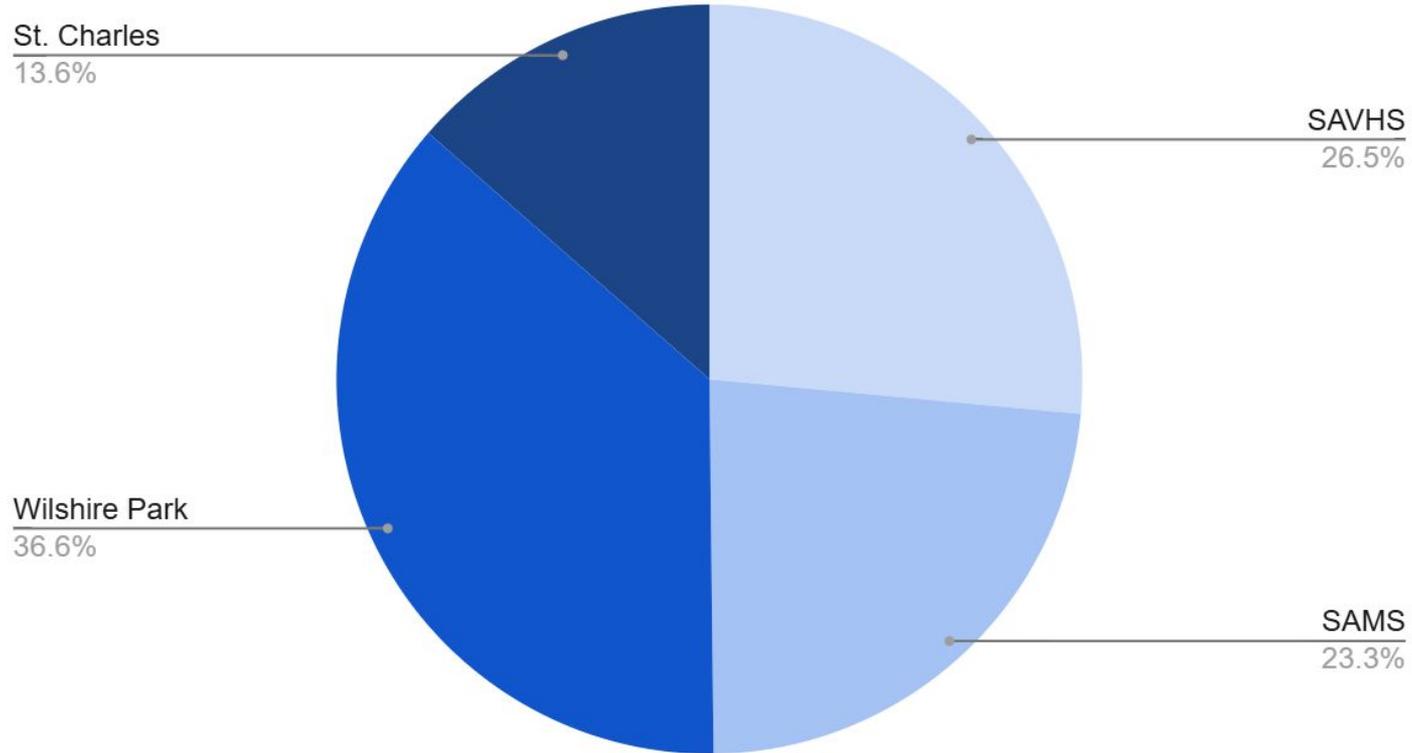


- Sped Enrollment - Dec 1
- ECSE: 8 students (12 referrals)
- Total: 13% of enrolled students





2025-2026 SANB Special Education



Health and Wellness



Health and Wellness Updates



- Wellness and Resilience Cohorts are running - approximately 25 staff are participating
- Staff wellness challenges are happening every month
- Upcoming flu/covid shots offered for staff
- Fully staffed! Still in need of subs.
- Childhood vaccine clinic
- Flu/covid shots offered for family/community
- Wellness Fair - tomorrow!



Multilingual





Multilingual Program Updates

New curriculum was adopted K-12 to support multilingual students. ML staff are currently being trained.

New Curriculum

Added an additional 0.5 FTE at the High School to support our growing numbers.

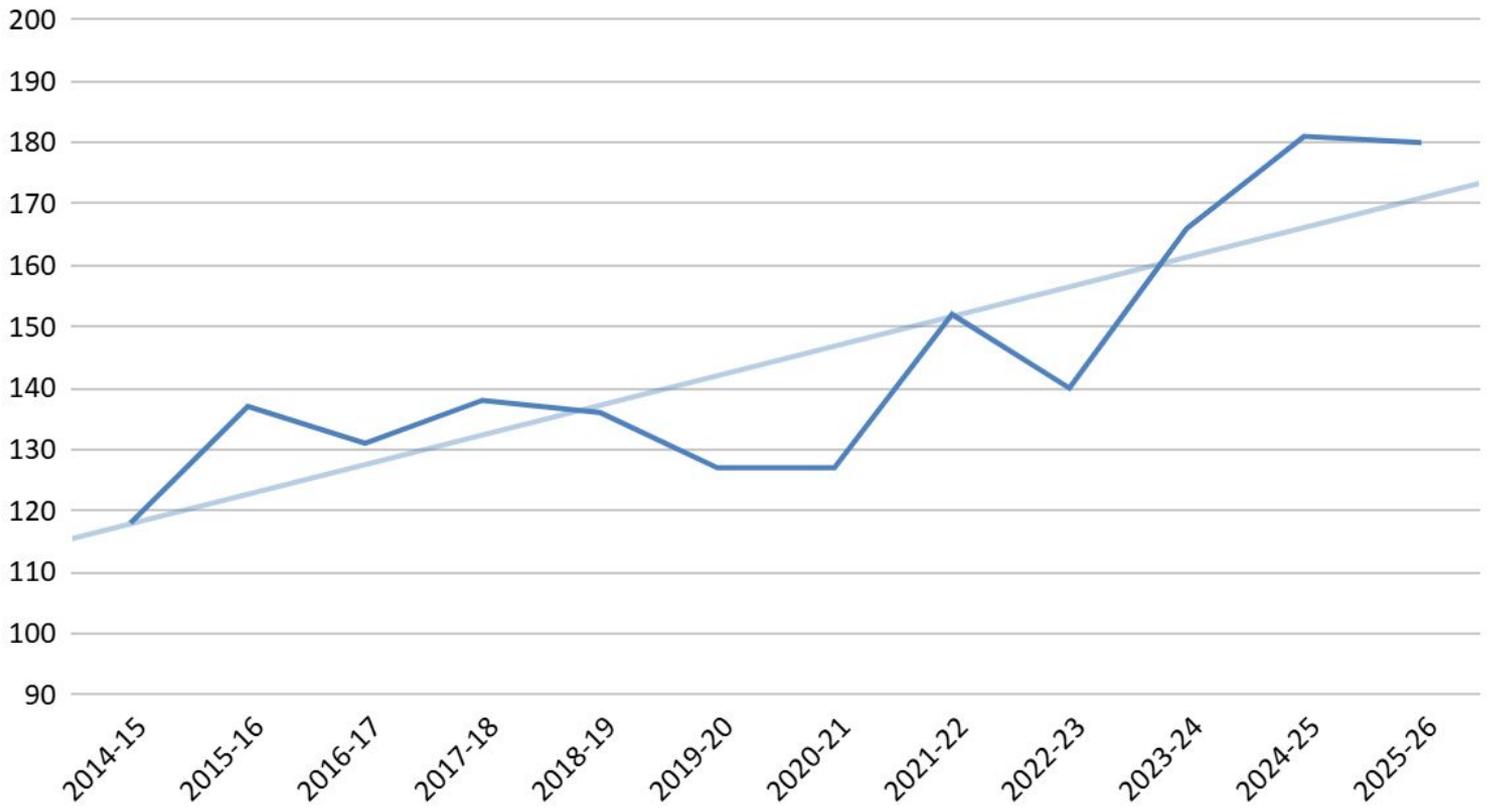
New Staff

ML have been integral in supporting the development of the Language Access Plan.

Language Access Plan



ML/EL Enrollment



Family and Student Support





- Need to fill the role!
- Know the Truth
- Northeast Youth and Family Services
- Attendance Support
- Community Closet
- AIPAC Liaison
- And so much more . . .

Thank you!



To: St. Anthony New Brighton School Board

From: Superintendent, Renee Corneille and Controller, Phan Tu

Date: Oct. 7, 2025

Subject: Uncollected Student Lunch Debt.

Background

District School Meals Policy 534 ensures that all students are provided a reimbursable meal, regardless of ability to pay or the status of their meal account. The policy also has a shared understanding of expectations regarding meal charges. In addition, the policy prohibits the shaming or stigmatizing of students with a negative meal account balance. Thus, the district's collection procedures are directed toward the parent/guardian rather than the student.

Minnesota school districts are required to make reasonable good faith efforts to collect unpaid student meal account balances. Despite multiple attempts and efforts to collect unpaid meal charges, some accounts remain inactive and uncollectible due to student graduation, withdrawal and lack of responses from families. The district currently has \$11,564.19 of uncollectible student meal account balances from the 2023-24 school year and prior that we consider as "bad debt". Per MDE guidelines, bad debts must be written off as operating losses against the general fund as "Bad Debts" are unallowable food service costs per Federal Regulations.

District Administration will continue to try and collect meal charges from the 2024-25 school year to current. Administration is also working on ways to reduce future uncollectible meal balances.

Recommendation:

Administration recommends that the School Board approve the use of the general fund to write off \$11,564.19 of bad debt for Food Service uncollectible meal balances.

Language Access Plan

Context:

[Minnesota Statute, Section 123B.32](#) states that starting in the 2025-2026 school year our school board must adopt a language access plan that:

- Specifies our procedures to provide effective language assistance to students and adults who communicate in a language other than English, including using trained interpreters.
- Must be available to the public and included in the school's handbook.
- Informs families about their language access rights.
- Is reviewed and updated every two years.

Families have the right to:

- Receive information about their child's education in their native languages
- Have a trained interpreter for important meetings about their child
- Participate fully in their child's educational experience

What is it:

This Language Access Plan follows Minnesota Statute 123B.32 and Title VI of the Civil Rights Act of 1964. It provides information about the standardized language access tools, processes, and resources available for students, families, and staff in SANB schools, including the:

- Telephone interpretation services through Language Line
- Document translation procedure (New: review existing translated documents - submit form - if approved, document submitted to Lingualinx)
- In person interpreter request procedure (New: submit form at least 2 weeks prior - interpreter request submitted to Multilingual Word)
- Communication platform through ParentSquare (Implementing: automatically translates newsletters/emails to preferred language)

How did we develop it:

We developed a team including the Executive Director of Academics, District EL Coordinator, EL teachers, an Administrative Assistant, Communication Specialist, a school board member, and was sent to specially selected community members for their review. This team met and worked together asynchronously to develop the plan between March and September of 2025. Thank you to Hope Fagerland, Minda Gomez, Tim Leverentz, Traci Adams, Jada Richard, and Dr. Prachi Striker.

Board's Role:

- Review the language access plan
- Ask questions
- Make any necessary changes
- Vote on the plan

Language Access Plan - Draft

More than 30 different languages are spoken in St. Anthony-New Brighton schools. The most common languages include Spanish, Somali, Tibetan, and English.

Communication with families in a language they can understand provides a foundation for students' academic success and creates a welcoming school community. St. Anthony-New Brighton is committed to communicating meaningfully with all families we serve to provide any and all school-related information and foster mutually beneficial, collaborative partnerships. This Language Access Plan is intended to mitigate language barriers so that families can make informed decisions in their children's education.

Language Access Rights

If you are a parent or guardian of a student in public schools and your dominant language is not English, you have the following rights established by federal law (Title VI of the Civil Rights Act of 1964):

- School districts must have a process for identifying your language needs.
- Schools must provide information in a language you understand.
- School districts must provide effective language assistance to you, such as by offering translated materials or a language interpreter.
- Schools must provide you with language assistance even if your child is proficient in English or you have some English proficiency.
- Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for you.
- Language assistance must be free to you.

 [Fact Sheet: Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#)

Language Identification Procedures

St. Anthony-New Brighton will determine parent/guardian language needs through the following procedures:

1. **Enrollment:** Upon registration, parents/guardians will identify their preferred language and method of communication. This survey is translated into the following language(s), common in our community: [LINK](#)
 - a. Amharic
 - b. Arabic

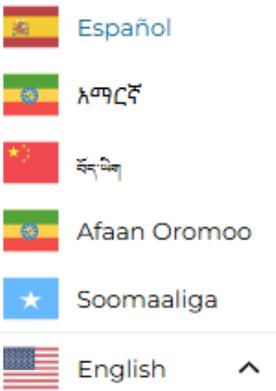
- c. Chinese (Simplified)
 - d. Somali
 - e. Spanish
2. **Student Information System:** The preferred language of parents/guardians is visible to all staff in Skyward.
 3. **Teacher Communication:** Teachers are encouraged to inquire about communication preferences in their own communication with families.

Definitions

<p>Bilingual staff are fluent in multiple languages but are not trained interpreters. They can assist with simple tasks (helping with forms/relaying basic messages) but should not interpret or be pulled from primary duties.</p>	<p>Qualified interpreters are trained professionals who follow the National Code of Ethics and Standards to facilitate communication between individuals who do not share a common language.</p>
<p>Interpretation is translating orally or into sign language the words of a person speaking a different language, while maintaining the intended meaning.</p>	<p>Translation is converting written text from one language into written text in another, maintaining the original material's intended meaning. For languages that rely on an oral tradition (i.e., Somali), an oral interpretation may be used in place of written translation.</p>
<p>English Learner (EL) status includes students whose primary language is not English and require language support through EL services and scaffolds that provide language access.</p>	<p>Multilingual Learner (ML) is a broad category that includes students who were never identified for English Learner (EL) status, students currently receiving EL instruction, and those who used to have EL status.</p>
<p>Vital Documents refer to materials essential to a family's ability to access SANB Schools services. Full definition as defined by the US departments of Justice and Education</p>	<p>Remote Interpreting is interpreting that is provided via telephone or video call (i.e. Language Line).</p>
<p>Preferred language is the language in which parents or guardians request services, resources, and communications from schools and the district.</p>	<p>Language Access Plan is a written document that describes how our district will provide services, processes and procedures to render effective language assistance to students and families who prefer to communicate in a language other than English.</p>

Tools and Resources to Provide Language Access

School staff will use the following resources aimed at removing language barriers for families in our school community:

Resource	Description/Procedures	When to Use
<p>Telephone Interpretation Services through Language Line</p>	<p>St. Anthony-New Brighton has contracted with Language Line, an on-demand telephone interpretation service that offers access to interpreters in 240 languages.</p> <p>Language Line Instructions</p> <p>Please fill out the Language Line Log after your call.</p>	<ul style="list-style-type: none"> • Phone calls home • Parent/teacher conferences
<p>Website Translations</p>	<p>Families can view all district and school websites in their preferred language by selecting the "select language" option on the bottom right of our website: www.isd282.org</p> <p>Translations are available in Spanish, Amharic, Tibetan, Oromo, and Somali.</p>	
<p>Document Templates through TransAct - ParentNotices</p>	<p>TransACT provides written forms or notices required by ESSA, translated into: Spanish, Arabic, Hmong, Russian, Somali, Vietnamese, and Karen</p> <p>All Minnesota districts and charter schools can utilize the TransACT website with free access. Individuals within the district can activate their free account at: https://minnesota-doe.parentnotices.com</p>	<ul style="list-style-type: none"> • Required ESSA parent notifications • Health (Immunization, infectious disease, medical conditions, physicals) • Administration (Attendance, discipline, transportation) • 504/IEP information
<p>Professional Document Translation through Lingualinx</p>	<p>Translated copies of vital documents are available as requested in school offices in the following languages:</p> <ul style="list-style-type: none"> • Spanish • Somali • Tibetan <p><i>Vital documents as defined by the US Department of Justice and Education</i></p> <p>To request document translation, staff can fill out the "Document Translation Request"</p>	<ul style="list-style-type: none"> • Formal documents requiring signature from parents • Frequently circulated documents such as: registration and enrollment forms, student code of content, report cards, invitation to conference, etc.

Resource	Description/Procedures	When to Use
	Form ".	
<p>In-person Professional Interpreters through Multilingual Word</p> <p>Working with Language Interpreters: Information for Teachers</p>	<p>Please contact the designated front office staff in your building to secure an in-person interpreter.</p> <p>Staff can request translation services by filling out the "Interpreter Request Form" at least two weeks in advance of the date the interpreter is needed. Fees for service are paid by the school/district with the interpreter paid as a vendor.</p> <p>Reliance on untrained students, siblings, friends, or staff to interpret is not acceptable. Students and untrained adults should not act as intermediaries in parent/guardian communication, as it may lead to misunderstandings.</p>	<ul style="list-style-type: none"> • District-wide initiatives or meetings • Parent/teacher conferences (in-person or virtual) • MTSS/Child Study/IEP Meetings
<p>Multilingual Staff</p> <p>*Note: Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual.</p>	<p>Multilingual staff may be asked to provide language assistance if they are proficient in the target language, have knowledge of specialized terms or concepts needed for the task in both languages, and are trained in the role of an interpreter or translator*.</p> <p>Employee Interpreter Services Procedure</p>	<ul style="list-style-type: none"> • Family engagement events • Phone calls home
<p>Communication Platform(s)</p>	<p>School or classroom communication platforms often have capabilities to send messages in multiple languages. St. Anthony-New Brighton is moving towards communications coming through ParentSquare. Instructions for Parent/Guardian registration can be found here in English, Spanish, Somali, Oromo, Japanese, and Amharic.</p>	<ul style="list-style-type: none"> • Notification of upcoming events • Newsletters • Reminder texts to parents

Dissemination

This plan will be published on the district website. Our school district will take a multi-stakeholder approach to communicating with families about their language access rights and the resources available to them.

- **Administrative Assistants** are responsible for providing all families with a copy of this Language Access Plan as part of the enrollment process.
- **School principals** will link the Language Access Plan in school-wide communications including newsletters and announcements. Principals are also responsible for sending communications in families' preferred language.
- **Classroom teachers** will share the Language Access Plan in beginning-of-the-year communications. Classroom teachers are also responsible for sending communications in families' preferred language.
- **English Language staff** will share language access information at all informational meetings held for families of multilingual students.

Training on the Language Access Plan is provided to all teachers at New Teacher Orientation, and is reviewed with staff annually in August through Compliance training.

To request additional training or review procedures for effectively working with interpreters, staff should contact the district contract listed below, their school administrator, or building EL teacher.

Continuous Improvement

This plan will be reviewed bi-annually by the Student Services team to ensure its effectiveness and alignment with evolving needs and best practices.

District Contact

Viviana Chavez Garcia is available to answer questions regarding language access.
Office: 612-706-1061
Email: vchavez.garcia@isd282.org

For questions regarding language needs of specific students or families, contact your school's EL teacher or building administrator.

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

Adopted: 2017
Revised: 2023
Rev: October 2024
Rev. October 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:

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. “Superintendent’s designee” means a member of the school district or building administration designated by the superintendent to carry out responsibilities under this policy.
- ~~F.~~ 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's 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 **sSuperintendent's designee**. The **sSuperintendent's 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 **sSuperintendent'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 to the superintendent 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 ~~s~~Superintendent ~~or the superintendent's designee~~ shall appoint a Library Materials Review Committee (Review Committee). This committee shall include: ~~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 sSuperintendent's designee. The sSuperintendent's designee shall lead the Review Committee process. (voting member)
 - b. One sSchool board member - (non-voting member)
 - c. Two teachers of which at least one is from the involved building (voting members)
 - d. Two District 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 members)
 - f. One or two student representatives (as considered developmentally appropriate to the specific request)- (non-voting member(s)).

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 so by the committee.~~

~~The Formal Request for reconsideration will be completed within a 12 calendar 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 Review Committee will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy. The Review Committee will provide the requestor(s) the opportunity to observe at least one meeting of the Committee. Additional meetings may be opened to the requestor(s) at the Review Committee's discretion. 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.~~

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.
5. ~~The superintendent or the superintendent's designee shall~~ provide a written decision to the requestor and the school board on whether to retain, to remove, or to take other action regarding the specific library material. The written decision will be provided to the requester and the school board within twelve (12) calendar weeks of receipt of the Formal Request for

Reconsideration, except where good cause requires additional time. Good cause includes, but is not limited to, the unavailability of Review Committee members, the need to obtain additional information or expertise, the number of Formal Requests under consideration, or other circumstances that reasonably prevent completion of the process within a twelve-week period. inform the requestor and the school board of the final Decision of the Formal Request for Reconsideration.

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~~ and the school board chair 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 calendar week period.~~
- 2.1. The school board chair, or the chair's designee (~~who will be another member of the board~~), will ~~run~~ lead the appeal process.
2. The School board chair will ~~have discretion as to determine~~ whether the appeal will be considered by process will occur with the full school board or a committee of the board.
3. ~~The appeal process will follow The Review Committee process: the procedures outlined in Section VII.D.4.a-c. 7. D. 4. a-e.~~
4. The school board shall reach a decision on whether to retain, to remove, or to take other action regarding the specific library material. The decision will be made within twelve (12) calendar weeks of receipt of the written appeal, except where good cause requires additional time. Good cause includes, but is not limited to, the need to obtain additional information or expertise, the number of Formal Requests under consideration, or other circumstances that reasonably prevent completion of the process within a twelve-week period.
- 4.5. ~~The final decision(s) of the Appeal process rests with the final decision taken by action of the school board or the Committee of the board and is not open to further appeal. The decision of the school board, or its designated committee, constitutes the final decision and is not subject to further appeal.~~

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

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

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 ~~a the Formal Request for Reconsideration for request to review~~ will be provided to the ~~complainant requestor~~ within two days. ~~A decision on the Formal Request Due to the complexity of the text/material a reasonable time frame no longer than 12 calendar weeks will be used to review the material and provided provide a decision to the complainant.~~ will typically be made within twelve (12) calendar weeks.

1

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

To: ISD 282 School Board
From: Superintendent Renee Corneille and Executive Director Hope Fagerland
Date: October 7, 2025
Subject: Historical Enrollment and Planning for ISD282 Enrollment Targets

Context:

School Boards Approve The Budget

The school board's responsibilities include governing the school district and approving its budget. Minnesota school districts' revenue is determined by student enrollment, with a per-pupil allocation from the state. ISD282 also utilizes an operating levy, generating additional per-pupil funding. Currently, ISD282 receives approximately \$10,000 per pupil unit. Budget development begins with the board establishing enrollment targets. Legally, the board must act on these targets, which define the number of open-enrollment students the district can accept.

Minnesota's open enrollment policy requires districts to establish grade-level enrollment targets. The board also requires grade-level enrollment projections for budgeting and class size determinations. ISD282 uses these budget enrollment projections, not the enrollment targets, to develop the annual budget. Accurate budget enrollment projections are crucial. Overestimating enrollment for budgeting and staffing purposes can lead to budget deficits.

Enrollment targets, unlike budget enrollment projections, are not directly tied to budget constraints. These targets help ensure the district achieves its budget enrollment through open enrollment if resident student enrollment is insufficient. Consistent enrollment targets contribute to budget stability from year to year. Essentially, enrollment targets support meeting budget enrollment projections. The budget for 2025-2026 was approved in June 2025.

For the past eight years, the ISD282 Board has been able to meet the budget in an unstable budgeting climate. This has allowed the District to have a bit of control in an uncontrollable budget environment. The Board should be commended for their budgeting acumen, oversight, and decisions.

Budget Enrollment Assumptions: Board Approved

Specifically, SANB’s budget was based on a projected 1,898 students for the district’s enrollment which includes 10 ECSE and 1,888 K-12. Along with a negative adjustment of 58 Average Daily Membership (ADM) due to students participating in the Post Secondary Enrollment Options (PSEO) program. As a result, 1,840 ADM was used for the 2025-26 budget.

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

On October 1st of every school year the district is required to submit student enrollment to the Minnesota Automated Reporting Student System (MARSS). For budgetary purposes, the October 1st enrollment number is an indicator of the ADM. Below is the summary of what the board set for an enrollment target and budget along with the actual October 1st enrollment for the 2025-26 school year. As you can see below, the district met the budgetary enrollment target of 1840. The current enrollment, with the reduction of 58 full-time equivalent PSEO students, is at 1866. This provides a 26 student budgetary buffer. The enrollment is monitored via MARSS throughout the school year.

October 1, 2025 St. Anthony-New Brighton Enrollment

Grade	Target	Budget Enrollment	Oct. 1 Enrollment	Difference from Target	Difference from Budget
ECSE	X	10	7	x	-3
K	110	110	116	6	6
1	110	106	109	-1	3
2	115	106	112	-3	6
3	125	115	122	-3	7
4	125	119	126	1	7
5	125	115	123	-2	8
6	150	147	151	1	4
7	150	146	149	-1	3
8	150	149	148	-2	-1
9	200	190	191	-9	1
10	200	195	190	-10	-5
11	200	200	194	-6	-6
12	200	190	186	-14	-4
Totals:	1960	1898	1924	-36	26
	PSEO	58	58		
TOTAL:		1840	1866		

October 1, 2025 St. Anthony New Brighton Enrollment

Grade	Target	Budget Enrollment	Oct. 1 Enrollment	Difference from Target	Difference from Budget
ECSE	X	10	7	x	-3
K	110	110	116	6	6
1	110	106	109	-1	3
2	115	106	112	-3	6
3	125	115	122	-3	7
4	125	119	126	1	7
5	125	115	123	-2	8
6	150	147	151	1	4
7	150	146	149	-1	3
8	150	149	148	-2	-1
9	200	190	191	-9	1
10	200	195	190	-10	-5
11	200	200	194	-6	-6
12	200	190	186	-14	-4
Totals:	1960	1898	1924	-36	26
PSEO		58	58		
TOTAL:		1840	1866		



INDEPENDENT SCHOOL DISTRICT 282, ST. ANTHONY-NEW BRIGHTON
Secure Storage Notification Resolution

Whereas, St. Anthony - New Brighton Schools is committed to the safety and security of all people in our school community;

Whereas, Evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe;

Whereas, An estimated [4.6 million](#) American children live in households with at least one loaded, unlocked firearm;

Whereas, Every year, roughly [350 children](#) under the age of 18 unintentionally shoot themselves or someone else. That's nearly one unintentional shooting per day, and 70 percent of these incidents take place inside a home;

Whereas, Another [1,200](#) children and teens die by gun suicide each year, most often using guns belonging to a family member;

Whereas, In incidents of gun violence on school grounds, 75 percent of active shooters were current students or recent graduates;

Whereas, Research shows that secure firearm storage practices are associated with up to an [85 percent](#) reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens;

Whereas, The U.S. Secret Service National Threat Assessment Center recommends the importance of appropriate storage of firearms because [76 percent](#) of school shooters used firearms acquired from the homes of parents or close relatives;

Whereas, Across the country, lawmakers, community members, and local leaders are working together to implement public awareness campaigns, such as the Be SMART program, which is endorsed by the National PTA and which encourages secure gun storage practices and highlights the public safety risks of unsecured guns;

Whereas, School districts across the country have begun to proactively send materials home to parents and guardians informing them of applicable firearm storage laws and firearm secure storage best practices;

Whereas, Keeping students, teachers and staff safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites;

Whereas, [State law](#) requires adults to securely store their firearms where a child may or is likely to gain unauthorized access to a firearm;

Whereas, In order to continue with preventative measures to increase student and school safety we must act now; now therefore, be it

Resolved, That the Board directs the Superintendent and staff to update the Student Handbook to include information about the importance of secure gun storage, the legal requirements of parents and guardians to securely store their firearms, and that the best practice for secure gun storage is to keep all guns unloaded, locked up, and separate from ammunition;

Resolved further, That the Board directs the Superintendent to create an appropriate letter to parents and guardians that explains the importance of secure gun storage in preventing minors from accessing guns, the legal requirements of parents and guardians to securely store their firearms, and that the best practice for secure gun storage is to keep all guns unloaded, locked up, and separate from ammunition, to be included in annual registration materials at each school site, and, be it finally;

Resolved, That the Board and the Superintendent will continue to work with local law enforcement agencies, health agencies, and nonprofits to collaborate and increase efforts to inform District parents of their obligations regarding secure storage of firearms in their homes.

References:

- Minnesota Statute 606.666 - <https://www.revisor.mn.gov/statutes/cite/609.666>
- https://everytownresearch.org/stat/4-6-million-children-live-in-a-home-with-at-least-one-unlocked-and-loaded-firearm/?_gl=1*1jpn1ql*_ga*OTE5NjEyNjguMTcwOTkyMzI2OA.*_ga_LT0FWV3EK3*MTcwOTkyMzI2OS4xLjEuMTcwOTkyMzI4MS4wLjAuMA..
- https://everytownresearch.org/stat/every-year-nearly-350-children-under-the-age-of-18-unintentionally-shoot-themselves-or-someone-else-this-equates-to-one-unintentional-shooting-per-day-and-nearly-77-percent-of-these-incidents-take/?_gl=1*rw2603*_ga*OTE5NjEyNjguMTcwOTkyMzI2OA.*_ga_LT0FWV3EK3*MTcwOTkyMzI2OS4xLjEuMTcwOTkyMzI4MS4wLjAuMA..

- <https://everytownresearch.org/report/the-impact-of-gun-violence-on-children-and-teens/>
- https://everytownresearch.org/stat/three-quarters-of-school-shooters-acquired-their-firearm-from-the-home-of-a-parent-or-close-relative/?_gl=1*10fr1r8*_ga*OTE5NjEyNjguMTcwOTkyMzI2OA..*_ga_LT0FWV3EK3*MTcwOTkyMzI2OS4xLjEuMTcwOTkyMzI4MS4wLjAuMA..

Orig. 1999
Rev. October 2023
May 6, 2025
October 2025
Mandatory - Annual

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes

general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Superintendent or Superintendent designee will designate the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lockdown Procedures.

Lockdown procedures will be used when there is a threat or hazard inside the school building. This could include a shooting, hostage incident, intruder, trespassing, disturbance, or at the discretion of the building administrator or designee. Lockdown uses classroom security to protect students and staff from a threat. Each building administrator is responsible for lockdown procedures for their building as part of their building specific crisis management plan.

b. Secure procedures. Secure is used when there is a threat or hazard outside of the school building. This could include violence or criminal activity in the immediate neighborhood, policy activity or a dangerous animal near the building. Secure uses the security of the physical facility to act as protection. Each building administrator is responsible for secure procedures for their building as part of their building specific crisis management plan.

c. Evacuation Procedures.

Evacuation is used when there is a need to move students and staff from one location to another. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. Building plans should include specific evacuation procedures for individuals with special needs including those with limited mobility (wheelchairs, braces,

crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day. Each building administrator is responsible for evacuation procedures for their building as part of their building specific crisis management plan.

d. Sheltering Procedures.

Shelter is called when the need for personal protection is necessary. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change depending on the specific emergency. Each building administrator is responsible for sheltering procedures as part of their building specific crisis management plan.

e. Hold Procedures. Hold provides a response when there is a need to control/limit traffic in the hallways to allow staff or first responders to manage a situation within the school building. Situations such as a medical emergency, escalated student in crisis, or at the discretion of the building administrator or designee. Each building administrator is responsible for hold procedures as part of their building specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be

updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the

wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes, section 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school

district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the

criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. SAMPLE PROCEDURES

The District's emergency procedures will be kept on file with the superintendent's office and in our building offices on file in the building specific emergency procedure binder.

The following are a list of hazards/emergency procedures that are addressed in the District's emergency procedure binder:

1. Building Security
2. Evacuation/Relocation
3. Student Release/Reunification
4. Lockdown/Secure
5. Media Inquiries
6. Post-Crisis Intervention
7. Sexual Assault
8. Bomb Threat
9. Bus Accidents
10. Child Abuse/Abandonment
11. Fights/Disturbances/Demonstrations
12. Fire
13. Medical Emergency
14. Severe Weather
15. Suicide Threat or Attempt
16. Utility Emergencies
17. Weapons
18. Disease Outbreak

V. SCHOOL SAFETY DRILLS

To increase emergency preparedness each year, the school district will conduct at least five Lockdown drills, five school fire drills (Evacuation), and one Tornado drill (Shelter) at each school consistent with Minnesota Statutes 121A.35. Records of the date and time of each drill shall be maintained by an administrator at each site.

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.037 (School Safety Drills)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)

Resources

I Love U Guys Foundation Standard Response Protocol:
<https://iloveguys.org/The-Standard-Response-Protocol.html>