

Hastings Area Public Schools - ISD 200

School Board Meeting Agenda

Tuesday, June 4, 2024
Work Session
Middle School Media Center

I. Items for Discussion

- a. Even Year Elections Presentation
 - Kelly Murtaugh - City of Hastings Assistant City Administrator/Clerk
 - Emily King - City of Hastings Deputy City Clerk
 - Michelle Blue - Dakota County Elections Director
- b. Hastings Public Schools PFAS Solutions
 - Jennifer Seubert
 - Denise Jorgensen
 - Brent Anderson
- c. Direct Admissions
 - Scott Doran
- d. Hastings On-line Academy
 - Scott Doran
- e. Review Vision Card Structure/Metrics
- f. READ Act 2.0 Follow-up
 - Andy Larson
- g. Wit & Wisdom Follow-up
 - Andy Larson
- h. Local Literacy Plan
 - Andy Larson
- i. Board Self-Evaluation/Retreat
- j. When the Board gets involved in Student Behaviors/Events
- k. Superintendent Performance Evaluation Process
- l. Science Curriculum Discussion
- m. Student Board Member Mentors
- n. City Arena Discussion
- o. Policies for Review
 - 504 - Proposed Student Dress and Appearance
 - 504 - Current Student Dress and Appearance
 - 506 - Student Discipline
 - 511 - Student Fundraising
 - 513 - Student Promotion, Retention, and Program Design
 - 518 - DNR-DNI Orders
 - 519 - Interview of Students by Outside Agencies
 - 722 - Public Data Requests
 - 722.1FRM Public Data Request Form



Election Cycle Consideration

Advantages for Even-Year Election Cycle

In sync with local, county, state and federal election cycle:

- City staff, with elections experience, oversee process.
 - City covers election training, equipment maintenance and pre-deployment preparation, prepares polling locations, staff absentee and direct balloting, election materials retention and storage.
 - District manages candidate filing process and candidate financial records; coordinates with counties on ballot preparation.
- Consistency in application of statute, training.
- Same polling locations for city residents—combined often causes confusion and visits to incorrect polling location.
- Can provide direct balloting—has been extended from 7 to 18 days (required more direct staff time).
- District does not have to provide election supplies for polling locations; less wear and tear on equipment.
- Greater voter turnout due to larger number of contests.
- Communication about elections.
- Maximizes existing elections investment, possible decrease in expenditure.

Minimal additional work for City/County:

- Minimal paperwork from City to District for reporting.
- County shifts timeframe for effort for absentee and other election activities to a time where others are also doing these activities

Odd Year Election Process for District

Manage candidate filing and manage candidate financial reporting

Update/Train staff on statutory election changes

Communication about upcoming election

Schedule polling locations

Recruit election judges

Prepare election equipment—tabulators; ePollbooks; polling place materials

Train and schedule election judges

Visit Health Care Facilities; voter outreach to other facilities

Test election equipment—Preliminary and Public Accuracy

Publication of legal notices

Collaborate with county on ballots, election materials

Open additional days/hours to meet statutory requirements

Direct staff time attributed to absentee voting and direct balloting

Coordinate pick-up of absentee applications and ballots with County

Manage election day activities; ensure polling location security; close polls and report to county

Canvass results

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Canvass results

Financials

- Save \$ for election judge wages, training
- Save \$ for election supplies
- Save District staff time for training and administration of election

- Share \$ for publication of ballot in newspaper
- Continue shared \$ for equipment purchase and maintenance
- Continue \$ for absentee ballot processing



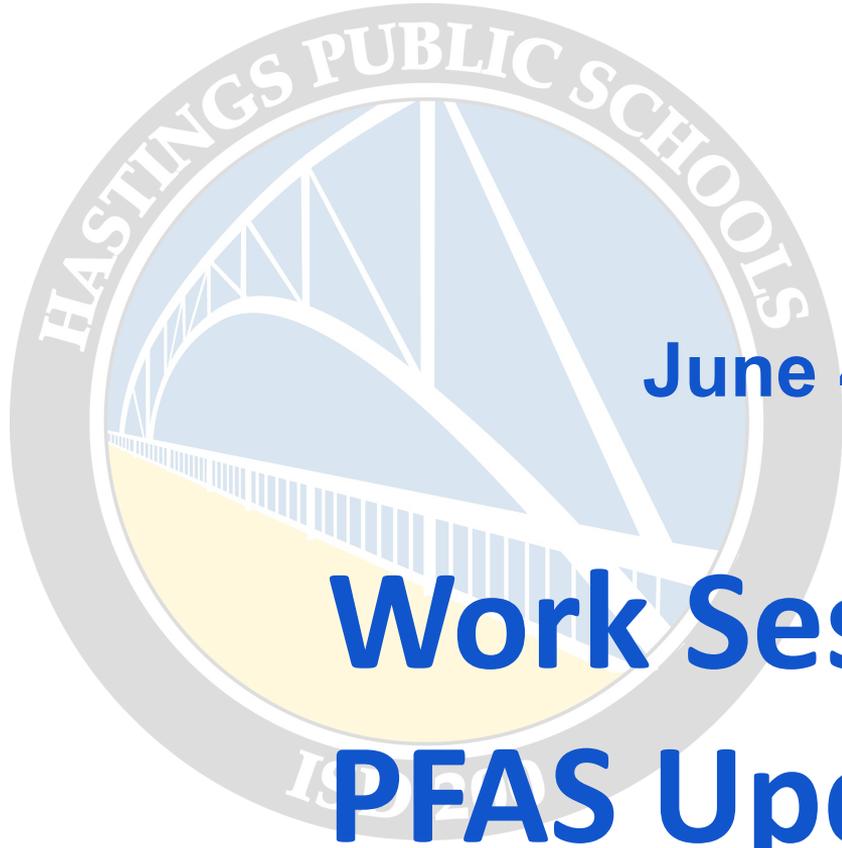
Questions and Discussion

Presenters:

Kelly Murtaugh, Asst City Administrator/Clerk

Emily King, Deputy City Clerk

Michelle Blue, Dakota County Elections Director



June 4, 2024

**Work Session -
PFAS Update**

What have we done?

Purchased WaterSentry PFOA/PFOS (PFAS) + Lead + Microplastics NSF/ANSI Certified Filters for all bottle filling stations throughout the district.

Approximately \$4,700 for 6 months of filters. The plan is to change the filters two times during the school year.

Filters are currently being installed in all buildings.

[Product Specifications](#)

[Performance Sheet](#)



CERTIFIED TO REDUCE:

- PFOA/PFOS
- MICROPLASTICS
- SEDIMENT
- PARTICULATES
- CHLORINE TASTE AND ODOR
- CYSTS
- LEAD

WATERSENTRY® FILTER 71300C
Filter for Enhanced ezH2O® Bottle Filling Stations

Our 2,250-gallon filter is tested and certified to NSF/ANSI 42, 53 and 401, for the reduction of lead and other contaminants, such as PFOA and PFOS — two prevalent PFAS chemicals that can cause negative health impacts in both adults and children. The result is cleaner, better-tasting drinking water.

ELKAY



Additional Option for Consideration

Granular activated carbon (GAC) systems have been shown to be effective in reducing/removing PFAS from water supplies while also reducing/removing [chlorine and organics](#) from the water supply.

In addition, a GAC system would be the most cost effective and maintenance free point of entry treatment.

Even after the City of Hastings gets their water treatment systems in place, a GAC system would still improve the overall water quality in the District.

Reverse osmosis water systems are the most effective at removing all contaminants, they are also the most complex and expensive water treatment option.



Costs

Granular activated carbon (GAC) systems may cost up to:

GAC Filter System*

\$8,000/per tank

Installation

\$30,000-\$50,000

Total

\$125,000-\$150,000

*Size of system/number of tanks would vary by site based on water usage. Water usage provided by the City of Hastings.

Internal plan or maintenance plan to service the carbon filters would be necessary.

These are all estimates at this time.



Funding

The cost of the systems and installation could be paid for with Health and Safety funds, coming from LTFM reserved funds.

349 Other Hazardous Materials (Funds 01 and 06)

Record expenditures according to an approved health and safety plan to clean up and dispose of polychlorinated biphenyl found in school buildings or property; wood boiler hazards, fuel tank removal/replacement, and cleanup, hazardous/infectious waste management and disposal, lead in water; testing and mitigation, local exhaust ventilation systems, radon; detection and mitigation, well capping and boiler-main supply back flow preventer, and transportation fuel. Expenditures in this code apply to Balance Sheet Code 467, Restricted/Reserved for Long-Term Facilities Maintenance (LTFM) ([Minn. Stat. 123B.595, subd. 12 \[2021\]](#)).

Payment Description – XXS317 LTFM AID FY



Resources

City of Hastings Public Meeting & FAQ

Lucas Martin - MN Department of Health

Mark Roufs - Wigen Water Technologies

Water Soft Technologies



Next Steps

Looking for input from the board...

Is there an interest in taking a more proactive approach regarding PFAS and overall water quality within the district?

Should we continue to research and get quotes?





YOU
are college ready!

Direct Admissions for High Schools' virtual training: "JPAs, DSAs, and invoicing the agency"

May 8th, 2024

mn OFFICE OF
HIGHER EDUCATION

Aaron Salasek, Coordinator of Direct Admissions MN
Sally Krager-Constantine, Direct Admissions Research Analyst
Sarah Burghardt, Communications and Marketing Coordinator

Welcome to the Minnesota Office of Higher Education (OHE) Direct Admissions' Joint Powers Agreement, Data Sharing Agreement, and Invoicing Training!

Agenda:

1. General project overview & Timeline
2. Data Sharing Agreement (DSA)
3. Joint Powers Agreement (JPA)
4. Questions



Direct Admissions Project Overview and Background

- Goal: To encourage all high school seniors to think of themselves as “college material” and to offer them a “direct admissions” opportunity. This program tries to reduce the anxiety around the “Will I get in?” question and encourage exploration of Minnesota colleges and universities.
 - Direct admissions is designed to spark and supplement other college exploration activities and isn’t designed to tell students which college or university they should attend
 - 55 Participating colleges including 33 Minnesota State Colleges and Universities, 4 U of M institutions (Duluth, Morris, Rochester, and Crookston), 2 tribal colleges, and 16 private, non-profit colleges





Altogether, the work of Direct Admissions is conducted collaboratively by high schools, OHE, and colleges via six critical steps described below:

1. High schools and colleges/universities opt-in to participating in the Direct Admissions program on an annual basis. High schools complete mandatory Data Sharing and Joint Powers Agreements, and colleges/universities complete mandatory Data Sharing Agreements.
2. High schools notify families of the school's participation in the program and give a Tennessee/FERPA notice to opt out, per local directory/data processes. Excluding students whose families choose to opt-out, high school counselors review end of junior year unweighted cumulative GPA and course grades in three core areas (math, science, and English) to assign the student to one of the six admission tiers.
3. High schools notify students and their parents or guardians by formal letter, email, and/or portal notification of their "acceptance" for Direct Admissions and available college options.
4. Students respond to the notification and choose the institutions they wish to be directly admitted to as a next step in the admissions process. Responses are collected by the high school.
5. High schools securely transmit that data to OHE.
6. OHE compiles and securely transmits the data and the student's GPA to colleges. If a student chooses to supply optional supplemental information, that gets transferred as well.
7. Colleges contact the student to inform them of next steps and engage students as early as possible.



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Participating high schools complete six tasks:

1. Review end of junior year unweighted GPA and course grades to see if the student meets the admission criteria of the participating colleges and universities.
2. Notify high school seniors and their parents or guardians of their “acceptance” and encourage them to learn more about the programs offered throughout the participating colleges.
3. Prompt students to respond to the notification and choose the institutions to which they wish to be directly admitted to. Students can choose one or more of Minnesota’s colleges or universities. Once selected, the specified colleges are to reach out with admissions information, and request that students complete the next institutional application step.
4. Collect the student responses and securely transfer that data to the Office of Higher Education.
5. Send each student’s transcript to each college they selected.
6. Collaborate with and provide feedback to OHE regarding implementation, student experience, and opportunities for process and program improvement.

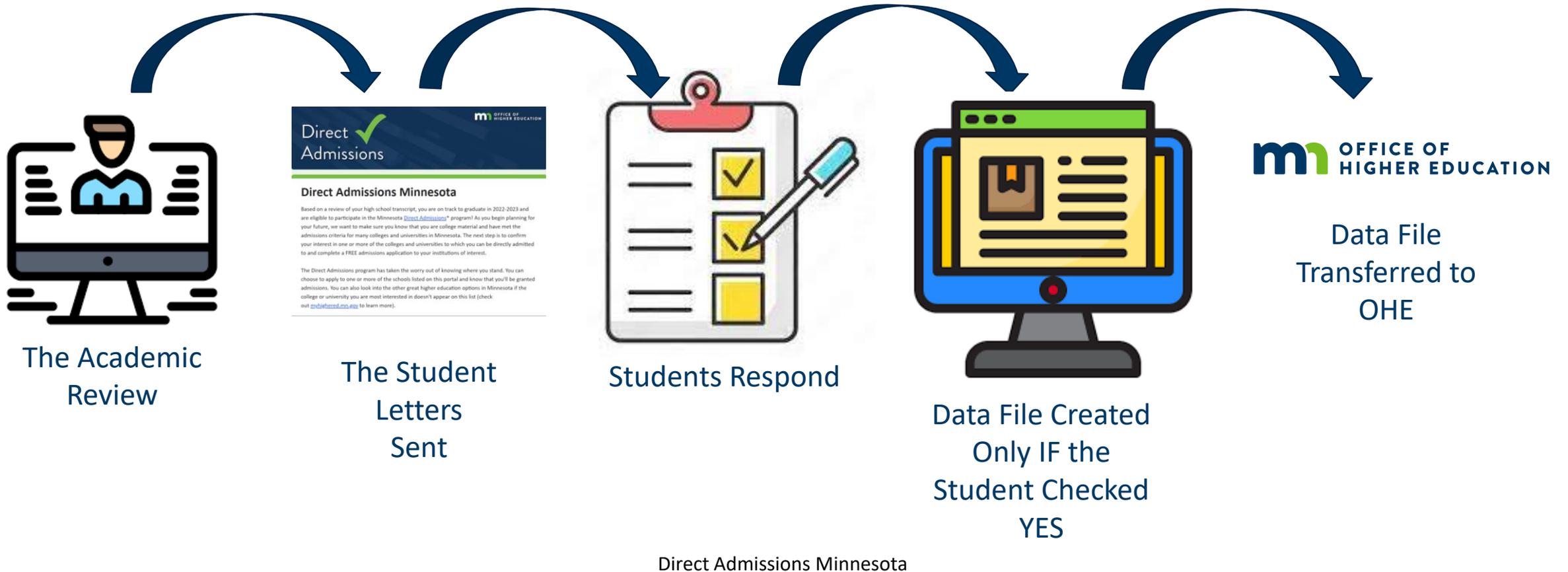
High Schools (the simplified version)

- May and June:
 - Share *Direct Admissions Juniors* video and materials with high school juniors
 - Principal or Superintendent signs Data Sharing Agreements
 - Principal or Superintendent signs Joint Powers Agreement for funding
 - Counselors familiarize themselves with marketing materials and prepare for academic reviews (the alter after OHE's data training)
- June through August:
 - Counselors continue to plan for and conduct academic review
 - Order and Share Direct Admissions promotional materials with high schools
 - FERPA notifications sent to parents
- August through October 31:
 - Communications and survey selections are sent out!
 - Nudge, nudge, nudge

DATA FLOW OVERVIEW & TIMELINE

How Does Direct Admissions Exchange Information?

At the School



Work Planning – What needs to be done and when?

Admin Tasks May- June

- Principal/Superintendent sign a Data Sharing Agreement (DSA) with OHE
- Principal/Superintendent signs a Joint Powers Agreement (JPA)

	DSA	JPA
Who should be the Authorized Representative?	Someone who will ensure the administrative basics are done (i.e., FERPA notification goes out, data transfer using the OHE instructions). While this can be the counselor who serves as the primary contact, it is usually the principal or superintendent	Someone who can oversee the invoicing and receiving of funds from an external source, usually the business office manager, finance director, or principal.
Who should be the Signatory/Signer?	Someone with legal authority to enter contracts - principal, superintendent, legal counsel, school board chair	Someone with legal authority to enter financial contracts - principal, superintendent, finance director, school board chair

DATA SHARING AGREEMENTS

What is a Data Sharing Agreement? Overview

The Data Sharing Agreement is

- An agreement between OHE and the School/District to share data
- It spells out:
 - Why we will share data,
 - Who we are,
 - How we can share data legally,
 - What data we will share,
 - What we can and cannot do with the data,
 - Who will do what,
 - Our legal obligations, and what to do if something goes wrong.

**DIRECT ADMISSIONS MINNESOTA
DATA SHARING AGREEMENT BETWEEN
THE MINNESOTA OFFICE OF HIGHER EDUCATION AND**

This Agreement is entered into by the **Minnesota Office of Higher Education (OHE)** and **(School)** for purposes of sharing data for administration of the Direct Admissions Minnesota program, a statewide college admissions program for high school seniors.

The data will be used by **OHE** for the purpose of facilitating the college application process at colleges and universities selected by students enrolled at high schools participating in Direct Admissions Minnesota.

Direct Admissions Minnesota is a state-supported education program, funded under Minnesota Laws 2023, Chapter 41. The Direct Admissions Minnesota program is designed to encourage all public high school seniors to consider themselves “college material” by proactively notifying them of the colleges and universities that will admit them. Students will receive a notification based on academic performance that lets them know which Minnesota colleges and universities will directly admit them, information about how to apply, and other essential next steps. High schools work with **OHE** to conduct an academic review, notify students of their eligibility for admissions, facilitate transcript submission to colleges, and to assist with trouble shooting and answering student and family questions about the program.

What is a Data Sharing Agreement? Parties

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Parties

1. OHE is the state agency responsible for funding, administering, and evaluating programs serving prospective and current college students enrolling in and completing postsecondary education. OHE is a state educational authority and has corresponding authority and responsibility to administer postsecondary programs, and to evaluate postsecondary education in Minnesota.
2. Colleges and universities participating in Direct Admissions Minnesota are postsecondary institutions recognized by the U.S. Department of Education and licensed or registered in Minnesota by OHE.
3. The **School** is a local education agency in _____ (city), Minnesota.

What is a Data Sharing Agreement? Legal Authority

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Legal Authority for Data Sharing

4. OHE is a state educational authority as named in 34 C.F.R. § 99.31(a)(3)(iv).
5. **The School** is a local education agency subject to 34 C.F.R. § 99.31.
6. Both OHE and the **School** are authorized under the Family Education Rights and Privacy Act (FERPA) and Minn. Stat. § 13.32, subd. 3(e), to disclose otherwise private educational data under 34 C.F.R. § 99.31(a)(2) regarding individual students, subject to the requirements of 34 C.F.R. § 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
7. In addition, the School is authorized under FERPA and Minn. Stat. § 13.32, subd. 3(e) to disclose private educational data under 34 C.F.R. § 99.31(a)(1)(B) to contractors who perform an institutional service or function for which the agency or institution would otherwise use employees.
8. This Agreement complies with 34 C.F.R. §§ 99.31(a)(6) and 99.33(b). Finally, this Agreement complies with Minn. Stat. § 13.32, subd. 3(e) of the Minnesota Government Data Practices Act (MGDPA), which permits disclosure of private student data pursuant to FERPA.

What is a Data Sharing Agreement? Purpose and Scope

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Purpose and Scope

9. Data shared under this Agreement includes personally identifiable information for the purpose of facilitating the college application process at colleges and universities selected by students enrolled at high schools participating in Direct Admissions Minnesota.
10. Data shared under this Agreement includes personally identifiable information for students enrolled in Grade 12, and selecting one or more colleges to be admitted to under Direct Admissions Minnesota.
11. Data shared:
 - a. Will be redisclosed by OHE to colleges and universities selected by the student for purposes of Direct Admissions Minnesota,
 - b. Will be joined by OHE to personal contact or enrollment information provided voluntarily by a student, as shown in attachment 3,
 - c. Will be used to provide the **School** with summary data on participation in Direct Admissions for all participating high schools,
 - d. Will be used by OHE to troubleshoot any issues related to college admissions for students of the **School** seeking to enroll via Direct Admissions at any of the participating colleges and universities, and
 - e. Will be used by OHE to evaluate the Direct Admissions program, specifically the impact of the program on application to, enrollment in, and completion of postsecondary education in Minnesota by student academic and demographic characteristics, utilizing the data provided by the **School** and by the Minnesota Department of Education.
12. Data elements to be shared are listed in Attachment 1.

What is a Data Sharing Agreement? Data

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12. Data elements to be shared are listed in Attachment 1.

Attachment 1

Data to be shared for Direct Admissions Minnesota

#	Data Element Name	Data Element Description
1	High School Name	High School Name
2	High School MDE ORG Number	High School MDE ORG Number
3	High School ACT ID	High School ACT ID
4	Student First Name	Student First Name
5	Student Last Name	Student Last Name
6	Student MARSS Number	13-digit MARSS Number
7	Academic Tier	Academic Tier assigned to the student based on specification sent by OHE
8	Student Email	Email address chosen by the student for contact with selected colleges
9	Student Gender	Gender of the student
10	Student Date of Birth	Date of Birth of the student
11	Anticipated high school graduation date	Anticipated high school graduation date of the student
12	Name of College Selected by the Student for Direct Admissions	Name of College (list provided in Attachment 2)
13	OPE ID of College Selected by the Student for Direct Admissions	8-digit OPE ID of College (list provided in Attachment 2)
14	Student Grade Point Average for Direct Admissions	Student Grade Point Average for Direct Admissions

What is a Data Sharing Agreement? School Tasks

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Duties

13. **The School responsibilities. The School will:**

- At a minimum, provide each student seeking to participate in Direct Admissions Minnesota with the following Tennessee Warning in order to fulfill the **School's** requirements as a public entity under FERPA and Minnesota Government Data Practices Act:
 - Tennessee Warning.** *In accordance with the Minnesota Government Data Practices Act, the **School** is required to inform you of your rights as they pertain to the private information collected from you. When you select to participate in Direct Admissions Minnesota, the following information is collected: **Name, MARSS Number, academic information, the high school transcript, contact information, gender, date of birth, and colleges selected by the student for direct admissions.** The **School** collects information on students' college selections and contact information in order to participate in the Direct Admissions program. This data will be used by the **School** and the Minnesota Office of Higher Education staff to notify colleges of your direct admissions participation, waive application fees at the colleges, and provide colleges with your contact information to complete the admissions process. You are not required to provide this information and may choose to apply to the identified colleges using the application links they provide on their website.*
- Provide to OHE personally identifiable information consistent with this Agreement and as described in Attachment 1, and
- Understand and comply with all of the data practices provisions of this Agreement.

The FERPA Notification

SAMPLE

PARENT OPT OUT FORM FOR DIRECT ADMISSIONS MINNESOTA

Please note this is a **SAMPLE**, do not use this form until it is reviewed and revised to meet the requirements of your school and district under FERPA.

Dear Parent/Guardian:

The **(insert high school name)** is participating in a new state pilot program called *Direct Admissions Minnesota*. *Direct Admissions Minnesota* is designed to make sure all high school students know that they have options for education and training after high school through Minnesota's colleges. We want to reduce anxiety by telling students for which colleges they have already met the admissions standards, waiving all application fees, and streamlining the admissions process.

Based on a review of your student's 11th grade transcript (grade point average and course grades), you and your student will receive an email in October indicating for which colleges your student has met the admissions criteria. Your student will then be asked to select to which colleges they would like to be directly admitted. By selecting yes to be *directly admitted* to one or more participating colleges, the following information is collected by the school and shared with the Minnesota Office of Higher Education: Name, MARSS number, academic information, the high school transcript, contact information, gender, birthdate, and colleges selected by your student for direct admissions.

This data will be used by the Minnesota Office of Higher Education to notify each college selected by your student of your student's participation, waive application fees at the college, and provide the college with your student's contact information to complete the admissions process. Your student is not required to provide this information and may choose to apply to any of the participating colleges using the application links they provider on their website; however, application fees waivers are not guaranteed. Information your student provides and information about your student as part of Direct Admissions Minnesota is available only to you, our school staff, the Office of Higher Education, the colleges your student selects, the Office of the Legislative Auditor, and upon court order.

There are 51 Minnesota colleges participating in the program. A list is provided on the next page. **We've also included additional information about the program for you. Add program information 1-pager, add student/parent FAQ if desired.**

If you DO NOT wish your student to participate in Direct Admissions Minnesota, please (insert what parents need to do here).

Same text given to all high schools; Must be reviewed by legal counsel at your school/district



Add local info here

Personalized Local Info District Example

There are 55 Minnesota colleges participating in the program. A list of colleges participating is provided on the next page. We've also included additional information about the program for you, including a one-page fact sheet and Frequently Asked Questions for students and parents.

If you DO NOT wish your student to participate in Direct Admissions Minnesota, please complete this [opt-out form](#) no later than October 23, 2023. To complete the form, you will need your student's ID number found on their student badge and in the Parent Portal.

Muaj 55 lub tsev kawm ntawv qib siab hauv Minnesota koom nrog hauv lub khoo kas. Ib daim ntawv teev npe cov tsev kawm qib siab uas koom tes nrog muaj nyob rau nplooj ntawv tom ntej. Peb kuj tau muab cov ntaub ntawv ntxiv hais txog qhov txheej txheem pab cuam rau koj, suav nrog ib nplooj ntawv hais txog qhov tseeb thiab Cov Lus Nquag Nug rau cov tub ntxhais kawm thiab cov niam txiv.

Yog koj TSIS pom zoo kom koj tus tub ntxhais kawm tuaj koom rau hauv Kev Txais Nkag Rau Kev Kawm Ntawv Ncaj Qha Hauv Minnesota, thov ua daim foos [thov zam tawm](#) tsis pub dhau lub Kaum Ob Hlis Tim 23, 2023. Txhawm rau ua kom tiav daim foos, koj yuav xav tau koj tus me nyuam tus lej ID uas pom nyob rau ntawm lawv daim ntawv cim npe tub ntxhais kawm thiab hauv Qhov Nkag Cuam Rau Niam Txiv.

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14. OHE responsibilities. OHE will:

- a. Create and maintain a secure method of transmission of data,
- b. Provide to colleges and universities participating in Direct Admissions personally identifiable information on behalf of students enrolled at the **School** consistent with this Agreement and as described in Attachment 1,
- c. Conduct reporting as described in the Purpose and Scope section of this Agreement, and
- d. Understand and comply with all of the data practices provisions of this Agreement.

- The Data Sharing Agreement is sent to your Principal or Superintendent for review after it clears our general counsel (any time now)
- All schools have the same DSA language
- Signatures are collected electronically by OHE using DocuSign

JOINT POWERS AGREEMENTS

The Joint Powers Agreement is:

- A contract for services and payment between 2 public entities (in this instance OHE and the School/District)
- It spells out:
 - Who is contracting,
 - Why we are contracting,
 - Who will do what,
 - How much the state will pay for services and how payment will be made
 - Our legal obligations for state contracts.



State of Minnesota Joint Powers Agreement

SWIFT Contract Number: 220623

This Agreement is between the State of Minnesota, acting through its Commissioner of the Office of Higher Education (“State”) and Saint Paul Public Schools, District 625 (“Governmental Unit”).

The Joint Powers Agreement is

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Recitals

Under Minnesota Statutes § 471.59, subd. 10, the State is empowered to engage such assistance as deemed necessary. The State is in need of high schools and/or school districts to participate in a free program to promote college application and attendance for enrolled high school seniors (grade 12). Under Minnesota Statutes § 136A.84, the Direct Admissions Minnesota program is designed to encourage all participating seniors to consider themselves “college material” by proactively notifying them of the colleges and universities that are eager to admit them. Students will receive a letter in early fall that lets them know which Minnesota colleges and universities will directly admit them, information about how to apply, and other essential next steps. High schools play a critical role in this process by working with OHE to review academic data, submit transcripts to colleges, communicate with students, parents, staff, and the local community, and assist with program operations and maintenance.

Agreement

1. Term of Agreement

- 1.1 Effective Date: August 1, 2024, or the date the State obtains all required signatures under Minn. Stat. § 16C.05, subd. 2, whichever is later.
- 1.2 Expiration Date: June 30, 2025, or until all obligations have been satisfactorily fulfilled, whichever occurs first.

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2. Agreement between the Parties

The Governmental Unit agrees to perform the following tasks:

- Provide staff to administer the program
- Participate in training for school staff involved in the program
- Develop a roster of students eligible for and willing to participate in the program
- Complete the academic review for eligible students
- Confirm the dates that notifications will go out
- Test the software to make sure there is appropriate functionality for the notifications
- Disseminate information to appropriate staff and stakeholders prior to notifications being sent
- Launch the program by sending paper and email notifications to students
- Track student selections via the student information system (or SIS) report and transmit data to the Minnesota Office of Higher Education on an agreed upon schedule
- Supply students with information about the FAFSA and MN Dream Act
- Provide feedback to the Minnesota Office of Higher Education on program operations and student response
- Send transcripts for each student selecting one or more colleges for Direct Admissions to each college selected by the student within the timeframe indicated by the Office of Higher Education. The Governmental Unit may contract with a third party for e-transcript services to carry out this task.

The State agrees to perform the following tasks:

- Work with Governmental Unit's student information system vendors to make sure academic criteria have been loaded into the system
- Work with Governmental Unit's staff to sign appropriate data sharing agreements
- Provide training for school staff involved in the program
- Provide content for the notifications to students and parents
- Disseminate information and provide training to staff, leadership, and others in preparation for initial notifications
- Disseminate information and provide info sessions to parents, programs, and community groups in preparation for initial notifications
- Receive information from schools on student selections
- Disseminate information on student selections to participating colleges
- Hold program meetings to gather feedback on program operations and student response
- Disseminate follow-up reports every two weeks for schools and districts on Direct Admissions participation rates across the pilot schools from September 15-November 30, and on a reduced frequency after that time through the remainder of the year

The Joint Powers Agreement is

- A contract for services and payment between 2 public entities (in this instance OHE and the School/District)
- It spells out:
 - Who is contracting,
 - Why we are contracting,
 - Who will do what,
 - How much the state will pay for services and how payment will be made
 - Our legal obligations for state contracts.

Direct Admissions Minnesota

3. Payment

- a) The State will pay for all services performed by the Governmental Unit under this agreement based on the number of enrolled students receiving a student notification in the fall period of their senior year at each participating school as part of the Direct Admissions program.

Payment for services is limited to schools participating in Direct Admissions under the authority of the Governmental Unit, which include:

- BBBB High School (MDE ORG # 0099-01-020),
- CCCCC High School (MDE ORG # 0099-01-040).

The obligation of the State for services performed pursuant to Clause 2 is detailed in Exhibit 1 and will not exceed:

- \$500 per school for fiscal year 2025 with 1-499 students;
- \$1,000 per school for fiscal year 2025 with 500-800 or more students.

- b) Total Obligation. The total obligation of the State under this agreement will not exceed \$XXXX.

- c) Payments. Payments shall be made by the STATE after the Governmental Unit's presentation of request for payment for services performed as demonstrated by:
- Written notification of the number of students enrolled and receiving a student notification as part of the Direct Admissions program,
 - Transfers the first initial file of data per fiscal year collected by the Governmental Unit for Direct Admissions administration by the State, and
 - The written acceptance of such services by the State's Authorized Representative pursuant to Clause 4.

Request for payment shall be submitted timely and in a form prescribed by the STATE as shown in Exhibit 2. Payments should be submitted according to the following schedule, and will be forfeited if not received by December 31st, 2024:

- By December 31, 2024 for services performed August 1, 2024-October 31, 2024.

4. Authorized Representatives

The State's Authorized Representative is Aaron Salasek, Coordinator of Direct Admissions Minnesota, 651-259-3915, aaron.salasek@state.mn.us, or his/her successor.

The Governmental Unit's Authorized Representative is is First name Last name, Superintendent/Title, email@school.k12.mn.us, 123-456-7890, or his/her successor.

The Joint Powers Agreement is

- A contract for services and payment between 2 public entities (in this instance OHE and the School/District)
 - It spells out:
 - Who is contracting,
 - Why we are contracting,
 - Who will do what,
 - How much the state will pay for services and how payment will be made
 - Our legal obligations for state contracts.
- 

5. Assignment, Amendments, Waiver, and Contract Complete.

- 5.1 Assignment. The Governmental Unit may neither assign nor transfer any rights or obligations under this Agreement without the prior consent of the State and a fully executed assignment agreement, executed and approved by the authorized parties or their successors.
- 5.2 Amendments. Any amendment to this Agreement must be in writing and will not be effective until it has been executed and approved by the authorized parties or their successors.
- 5.3 Waiver. If the State fails to enforce any provision of this Agreement, that failure does not waive the provision or its right to enforce it.
- 5.4 Contract Complete. This Agreement contains all negotiations and agreements between the State and the Contractor. No other understanding regarding this Agreement, whether written or oral, may be used to bind either party.

6. Indemnification.

- 6.1 In the performance of this Agreement, the Indemnifying Party must indemnify, save, and hold harmless the State, its agents, and employees, from any claims or causes of action, including attorney's fees incurred by the State, to the extent caused by Indemnifying Party's:
 - Intentional, willful, or negligent acts or omissions; or
 - Actions that give rise to strict liability; or
 - Breach of contract or warranty.

- The Joint Powers Agreement is sent to your Principal or Superintendent for review after it clears our general counsel (any time now)
- All schools have the same JPA language
- Signatures are collected electronically by OHE Finance staff using DocuSign

INVOICING THE AGENCY

What can the funding be applied to?

- Direct Admissions has funding allocated to the Office of Higher Education for helping to administer or augment the program. As part of the proposal for funding, we told the legislature we would be using funding for schools to facilitate college admissions' activity and/or to offset costs incurred by the school.
- The legislature put no specific requirements on the funding; however, the intent is that it be spending on college search or admissions-related activity at the high school. As we know that high schools are incurring staffing, technology, and other related costs due to participation in this program and that those costs can vary school to school, OHE has chosen to provide each school with the below set amounts by average enrollment level.

Creative uses of funding:

- Offsetting program costs incurred to counseling and career center staff;
- Off-setting e-transcript costs
- Hosting a college event on-site
- In-state college visit(s)
- Professional development (conference)
- College/Career Workshop this Summer
- Paper letters mailed to student homes
- Snacks and prizes for students at events
- Supporting a “college selection party” with pizza and snacks at a local college’s technology lab
- Hosting a speaker or panel to discuss college options, workforce outcomes and how college leads to future employment
- Funding childcare costs while hosting a college knowledge event
- Trip to share Direct Admissions' experiences with younger audiences
- And more!

How much funding can be disbursed to public high schools?

- The amount you can get reimbursed by school is found in the Joint Powers Agreement Exhibit 1 (on page 7). If you don't have your JPA handy, then use this chart:

Number of student notifications	Year 2024-2025
1-499	\$500
500-800+	\$1,000

When and How do we invoice the agency?

In order to receive program funding, your business office either at the school or district will need to create an invoice to bill the Minnesota Office of Higher Education. The invoice will be similar to the picture shown at right. The invoice should include the following:

- **Contact person** for the invoice (this can be a counselor or someone in the business office);
- **Bill to:** This will always be our Accounts Receivable team;
- **Invoice number, date, and SWIFT Contract number:** this can be found on the final copy of the Joint Powers Agreement with all signatures completed. This can be left blank if you don't have that handy.
- **Description Line 1 – Number of student notifications:** The number of students receiving notifications should be equal to:
 - Total number of seniors by high school enrolled on a date chosen by the district or school
 - Less the number of seniors by high school who are not on track for graduation according to their counselor
 - Less the number of seniors by high school not participating in Direct Admissions due to post-high school transition plans, international student status, or other reasons
 - Less the number of seniors by high school being opted out of Direct Admissions under FERPA.
- **Description Line 2 – Service delivery date:** Please indicate the initial date that surveys went out to students.
- **Description Line 3 – Total:** Please indicate the invoice's total amount.

Please save the invoice as a PDF.

If you have more than a single school that you are invoicing for, please list each school's total details separately on the district invoice.

EXAMPLE INVOICE

Made-up High School

Contact staff: Jane Smith
234 Firewood Lane
Viking, MN 55108
555-444-3333
Business.office@MUHS.k12.mn.us

Invoice number
123456

November 2, 2024

Date

00001

SWIFT contract

BILL TO

Accounts Receivable
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
ar.ohes@state.mn.us

DESCRIPTION	Admissions cycle	TOTAL
Number of Direct Admissions student notifications sent: 132	2024-2025	500.00
Date of first email delivery: 9/21/2024		
Total		500.00

Contact info:

Aaron Salasek

Coordinator of Direct Admissions Minnesota

Aaron.Salasek@state.mn.us

651-259-3915

Sally Krager

Direct Admissions Research Analyst

Sally.Krager@state.mn.us



Thank you for all you do!



SCHOOL BOARD SELF-EVALUATION

INCREASE YOUR BOARD-SUPERINTENDENT TEAM'S PERFORMANCE

Gail Gilman, Director of Strategic Planning and Board Leadership

Thursday, January 11, 2024



Your MSBA Staff

Gail Gilman

Director of Strategic Planning and Board Leadership

Email: ggilman@mnmsba.org





What is the School Board Self-Evaluation?

- Online tool introduced in May 2017
- Based on five Minnesota School Board standards
- Report is thorough and thought-provoking
- Analyzing data as a team leads to rich and productive discussions among Board-Superintendent Team members





Role of the School Board

5 Standards

**CONDUCT &
ETHICS**

VISION

STRUCTURE

ACCOUNTABILITY

**ADVOCACY &
COMMUNICATION**



Efficacy Rooted in Research



**This evaluation tool was developed by
the Washington State School
Directors' Association**



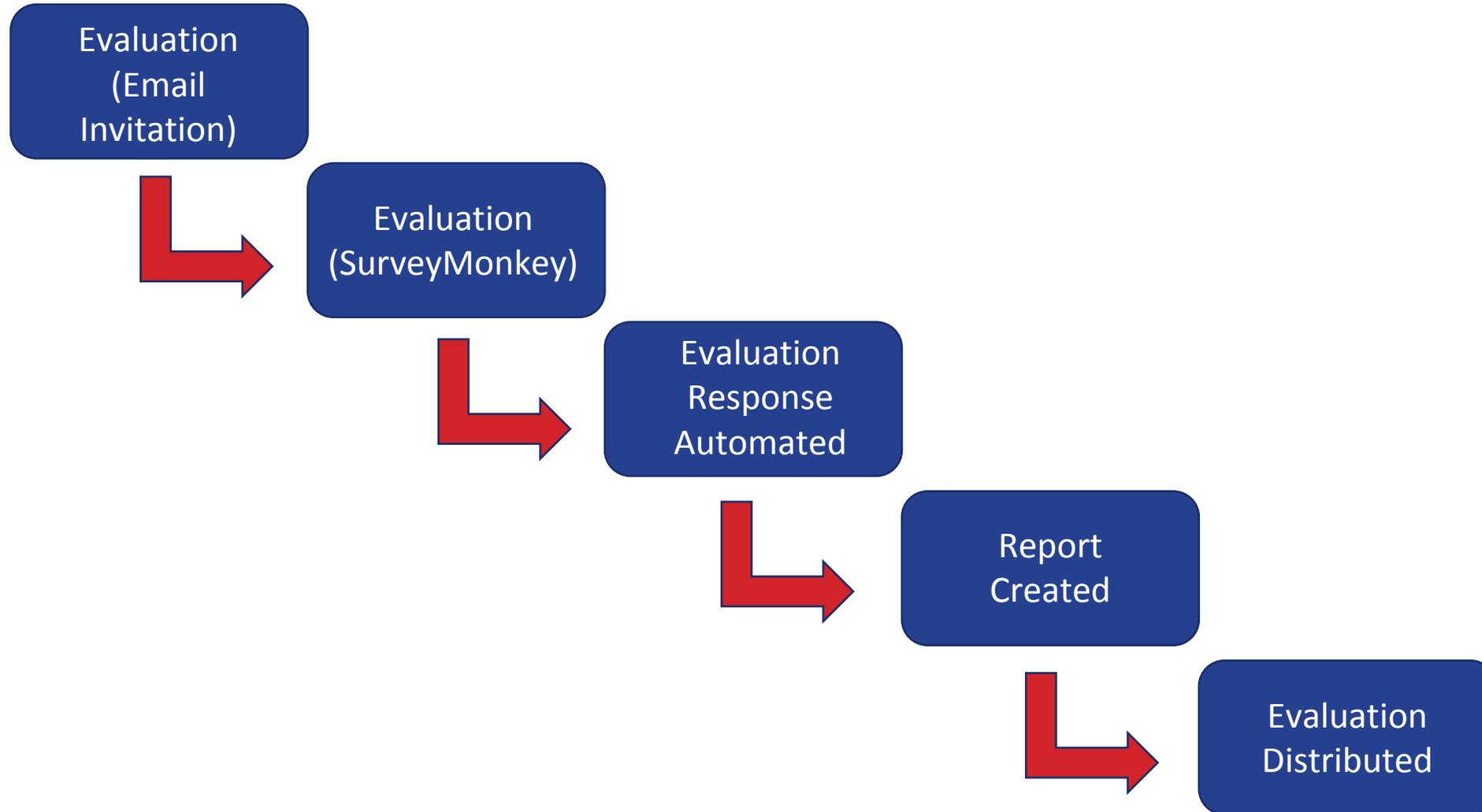
What is the School Board Self-Evaluation Tool?

- 72-question evaluation conducted online
- Complete on personal or school district computer or mobile device
- Takes approximately 15-20 minutes
- 100% confidential





How does the process work?





How do Board-Superintendent Teams use it?

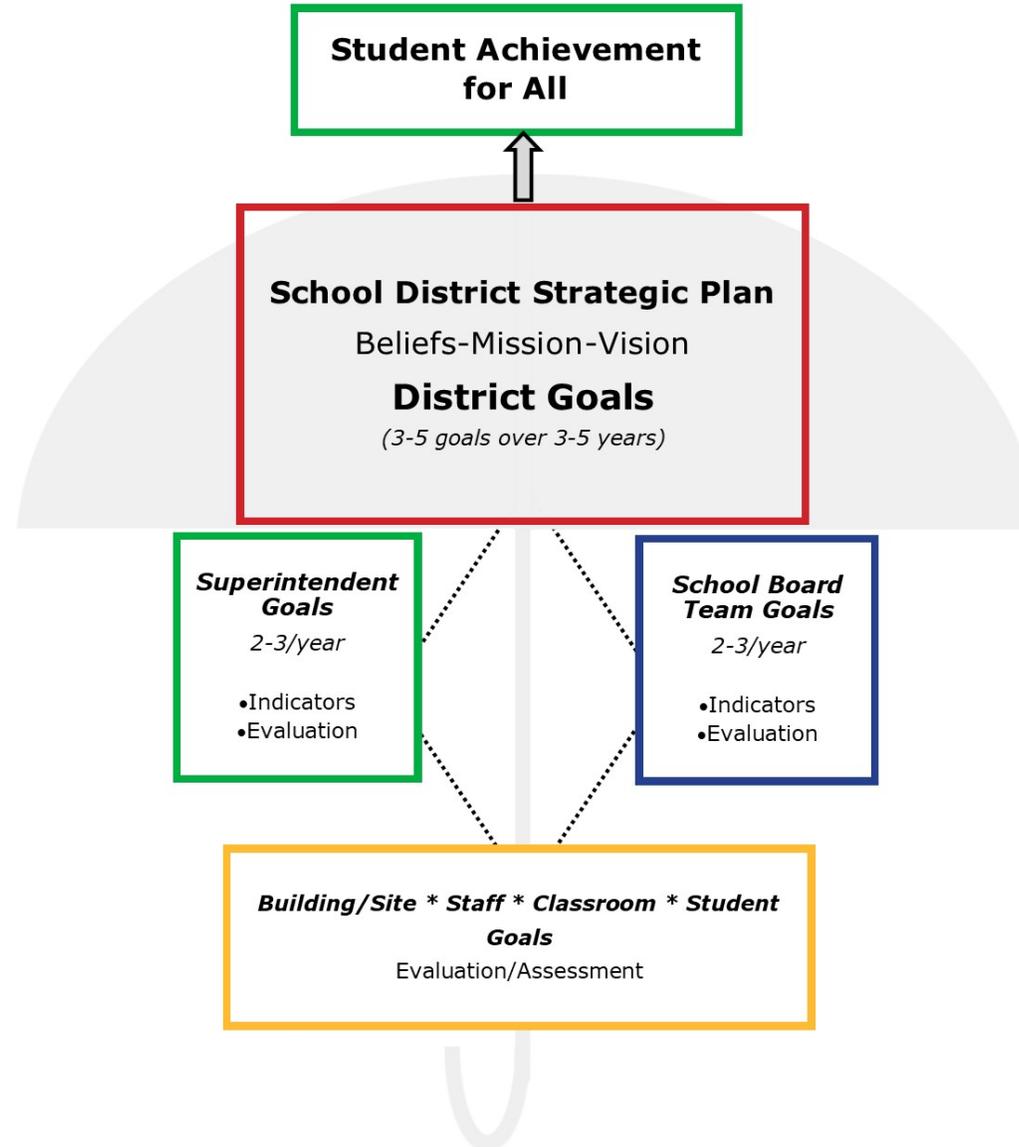
- Examine their own practice, as individuals and as a Board-Superintendent Team
- As a basis for conversations as a Board-Superintendent Team
- Learn how to use data to improve practice
- Longitudinal data allows benchmarking and tracking of progress over time
- Board-Superintendent Team goal setting





School District Goal Alignment

Strategic Governance Framework





What's next?

- MSBA recommends that the Board-Superintendent Team designate time in a study/learning session to review results together
- MSBA provides a suggested protocol for group discussion
- Some Board-Superintendent Teams have MSBA Staff facilitate the discussion





The Overview Report



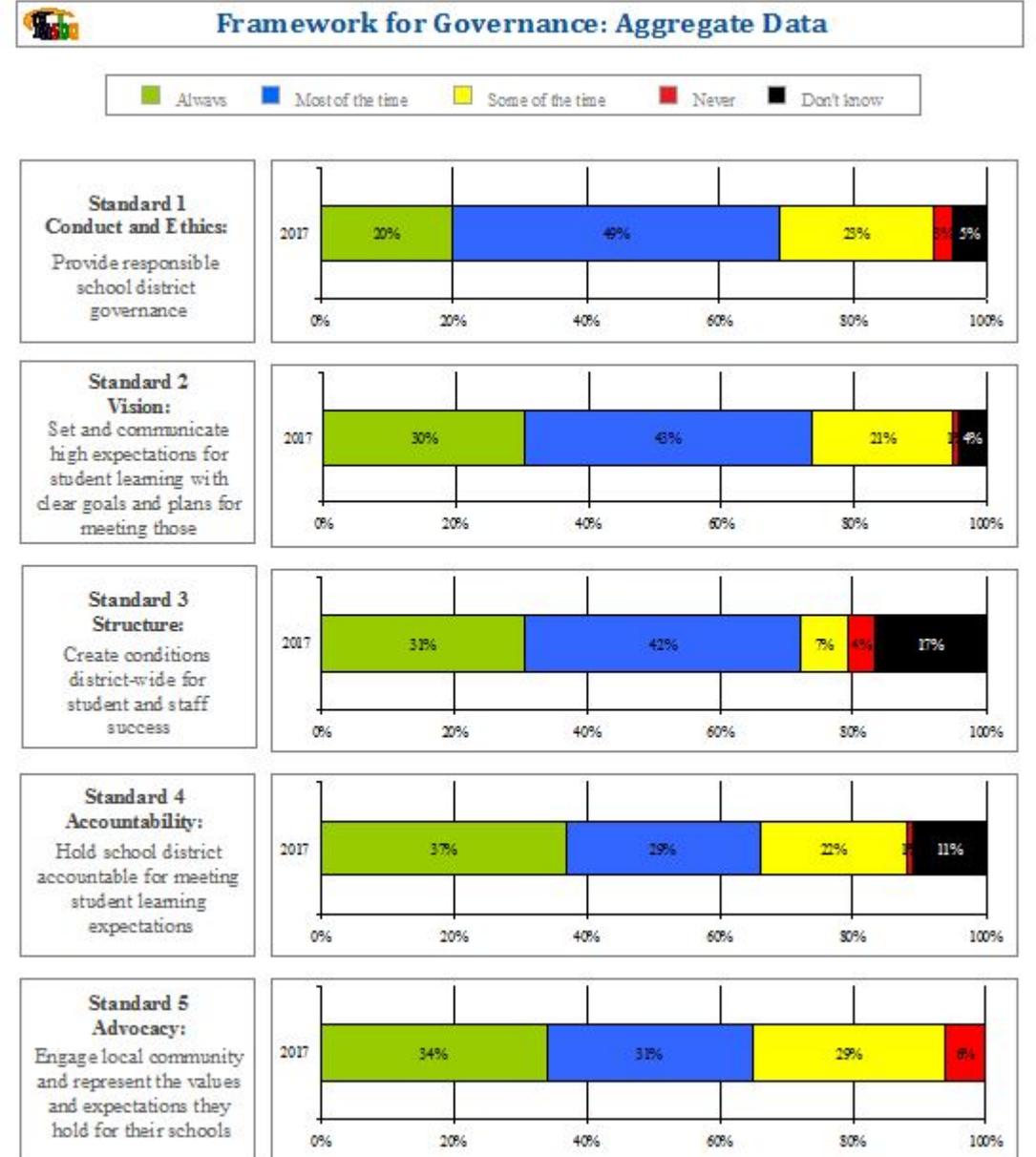
The data on the following pages is organized in a color-coded, horizontal-stacked bar chart that shows your results at the level of the five standards. The explanation for the color code is just above the data chart. Subsequent pages show the data from each question, with the page header showing the standard and benchmark the question relates to.



Start with a look at your district's **Overview Report** (aggregated data) for each of the five standards.

In which standards do you see:

- Strengths
- Growth areas
- Divergent perspectives





Sample Protocol for Board-Superintendent Teams

Step 1:

What do you see?

- Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- List the descriptions on chart paper.





Sample Protocol for Board-Superintendent Teams



Step 2:

What does the data suggest?

- Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.
- List responses on the chart paper.



Sample Protocol for Board-Superintendent Teams

Step 3:

Identify goal areas from the lists generated.





Sample Protocol for Board-Superintendent Teams

Step 4:

Build two to three goals using the SMART goal framework.





Full Report

- Available only at a Board-Superintendent Team workshop
- Take a deeper dive into the Overview Report and Full Report
- Lasts 2 – 3 hours or longer, if needed
- MSBA fee for the facilitated workshop
- Receive the 27-page, color report of your district's results
- Review results with the Board-Superintendent Team
- Use to determine Board-Superintendent Team goals





Standard 1 Conduct and Ethics

Provide responsible school district governance by:

Look at your school district's **Full Report** (aggregated data) for each of the five standards.

In which standards do you see:

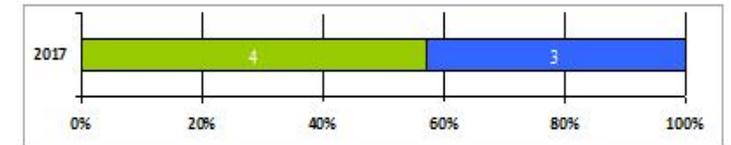
- Strengths
- Growth areas
- Divergent perspectives

Benchmark of Success F Working as an effective and collaborative team.

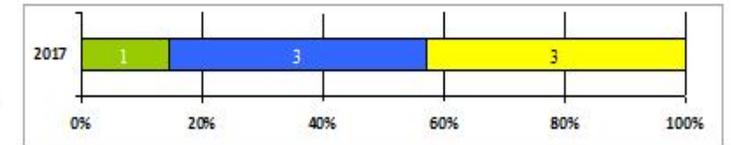


To what extent does our board:

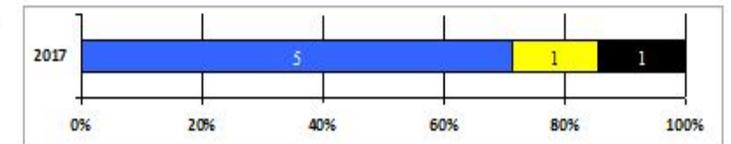
Q18 Work with the superintendent to achieve mutual trust and commitment?



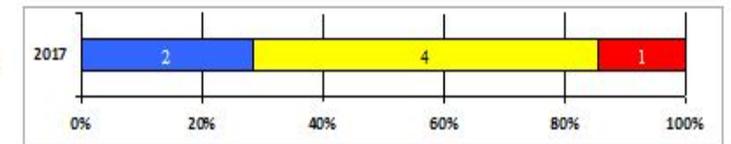
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?





Standard 1 Conduct and Ethics

Provide responsible school district governance by:

Step 1:

What do you see?

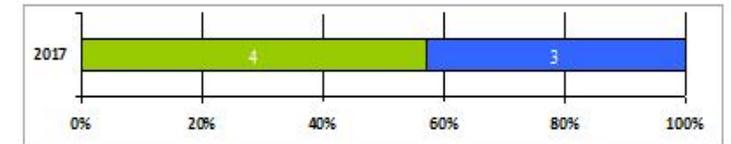
- Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- List the descriptions on chart paper.

Benchmark of Success F Working as an effective and collaborative team.

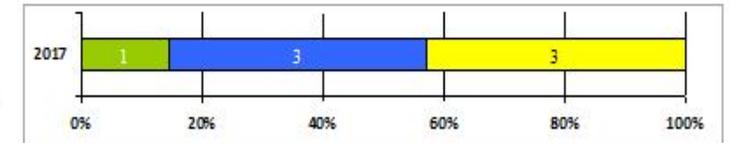
Always Most of the time Some of the time Never Don't know

To what extent does our board:

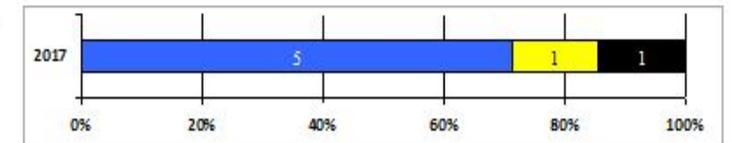
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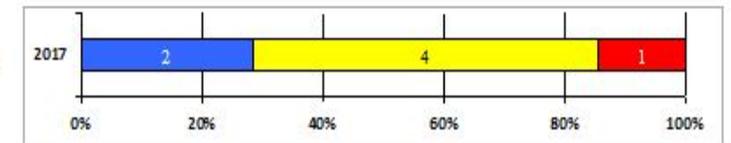
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Step 2:

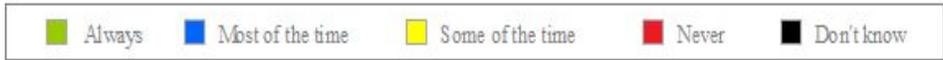
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Standard 1 Conduct and Ethics

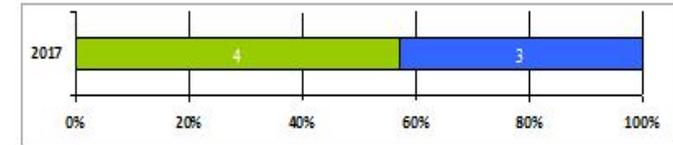
Provide responsible school district governance by:

Benchmark of Success F Working as an effective and collaborative team.

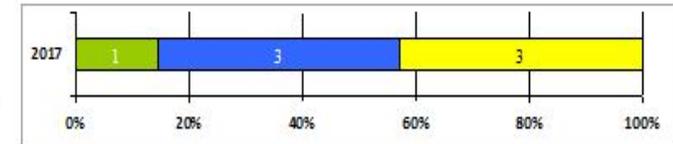


To what extent does our board:

Q18 Work with the superintendent to achieve mutual trust and commitment?



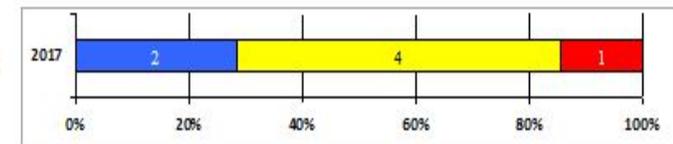
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Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?





Step 3:

Identify goal areas from the lists generated.

Step 4:

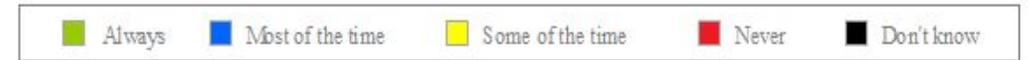
Build two to three goals using the SMART goal framework.

- Specific
- Measurable
- Attainable
- Relevant
- Time-bound

Standard 1 Conduct and Ethics

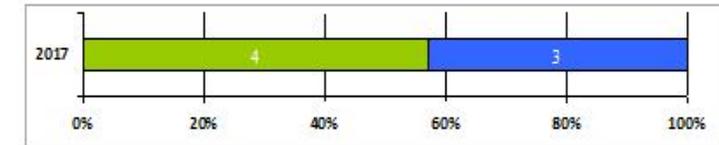
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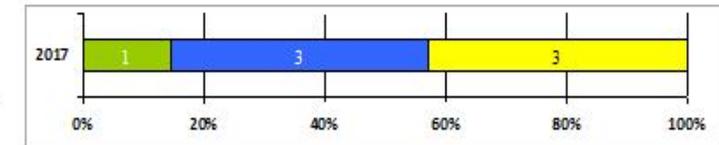


To what extent does our board:

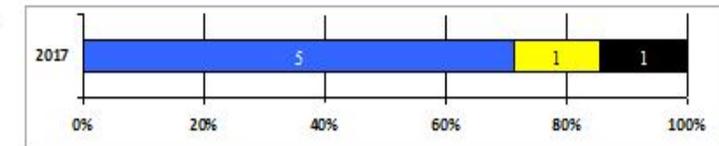
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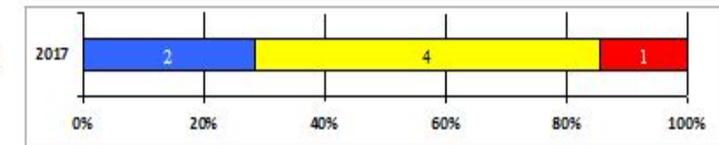
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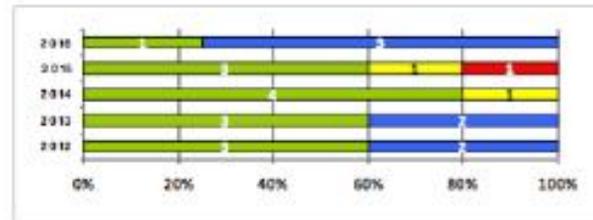
Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

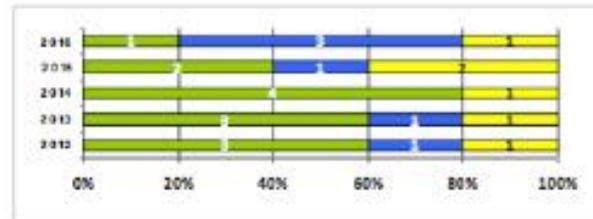
Benchmark of Success A *Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources*



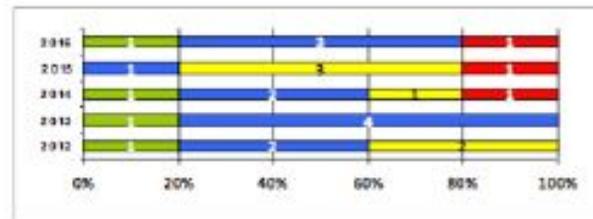
Q.23 Through policies and actions expresses our belief that all students can learn?



Q.24 Through policies and actions, communicate high expectations for all students?



Q.25 Foster a culture of collaboration around the shared purpose of improving student achievement?





Next Steps for Implementing the Evaluation

- Discussion at a Board meeting about taking the Evaluation
- Determine choice of receiving the Overview Report or the In-depth Review of the Full Report
- Take Board Action on participating in the Evaluation and Workshop cost for In-depth Review of Full Report; Contact MSBA to receive the link
- Set a date 6 to 8 weeks prior to reviewing the results to complete the Evaluation
- Select a 5-to-7-day window for the Board Team (Superintendent and Elected Board Members) to complete the Evaluation



Benefits of the School Board Self-Evaluation

- Board-Superintendent Teams learn to use data appropriately
- Data informs goal-setting
- Board-Superintendent Teams become more discerning about their own behavior and practices
- Board-Superintendent Teams engage in discussions of practice and decision
- Linked to MSBA awards that recognize effective Board-Superintendent Teams
- Board-Superintendent Teams lead using a Strategic Governance Framework





What questions do you have?
What steps will you take first?



Thank you!

For questions or more information, contact:

Gail Gilman

Director of Strategic Planning and Board Leadership

E-mail: ggilman@mnmsba.org



Minnesota School Boards Association

Phone: 800-324-4459



THANK YOU FOR ATTENDING

And remember, you can follow us on:



MNMSBA



@MNMSBA



@MSBASTAFF



Disclaimer

Your attendance and attention are appreciated. This presentation and corresponding materials are for informational use only. If legal advice is needed, the school district's legal counsel should be contacted. While current as of the date of presentation, the information contained in these materials may be superseded by legislative amendments, new rules and regulations, new cases, etc. If you have any questions or concerns about this presentation or the corresponding materials, please contact **MSBA** at **(800) 324-4459**.

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Standards for School Board Leadership

The Role of the School Board

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement.

The following five standards are essential to being an effective, high-performing school board team.

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

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

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

Standard 2: Vision

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

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

- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
- B. Develop a strategic plan which includes well crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
- E. Communicate the strategic plan and the progress to the community.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

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

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person – the superintendent – as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

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

- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent’s performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

Standard 5: Advocacy and Communication

The school board advances its vision at the local, regional, state, and national levels.

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

- A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
- B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
- C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.

SUPERINTENDENT

The superintendent is a leader who aspires to improve student achievement, while ensuring that students truly are at the heart of all we do. The superintendent manages the day-to-day operation of the school district, implements decisions and policies as adopted by the school board, and supervises administrators, educators, & staff. The school board recognizes the superintendent as the chief executive officer of the school district, and a non-voting member of the board. The board expects the superintendent to inform the board of needs related to the school district's current and future operations, and to make recommendations, proposals and suggestions regarding topics before the board.

Effective school boards know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendent is being used as intended. As a result, evaluating the superintendent's performance is a major focus of the school board and, by extension, the superintendent.

STRATEGIC ANCHORS

Drivers of Our Continuous Improvement

A. Engaged Learners

B. Effective Operations

C. Communication and Collaboration

2023/2024 SUPERINTENDENT GOALS

ENGAGED LEARNERS:

- Guide and support a process to ensure that district programming and schedules meet the needs of our students at both the middle and high school.
- Support the school board and administration to ensure that the entire scope of the READ Act is strategically implemented to provide evidence-based professional development and curriculum while maximizing financial resource opportunities.

EFFECTIVE OPERATIONS:

- Develop and execute an intentional and strategic plan to connect and communicate with all stakeholders to inform, engage and support the decision-making process regarding the school district's technology levy.

COMMUNICATION AND COLLABORATION:

- Provide reliable and consistent communication to board, staff and community stakeholders.
- Work to provide a nationally normed survey to establish baseline data for parent satisfaction, and student and staff experience.

SUPERINTENDENT EVALUATION NORM

SUPERINTENDENT EVALUATION TIMELINE

Summer: Share superintendent goals with the school board and come to a mutual agreement.

Fall: Superintendent provides the school board with a benchmark report of strategic/operational plan and applicable goal progress update.

November: The board chair sends out mid-year superintendent evaluations to board members. Evaluation will use a rating system of 1-4.

- Each board member completes and returns evaluation to the board chair within 7 days.
- The school board chair completes a mid-year formative evaluation summary document consisting of each school board member's ratings and comments.

December Closed Session: The school board chair brings the mid-year evaluation summary document to the superintendent's evaluation meeting (closed session).

- The school board shares and discusses the formative evaluation of performance.
- Superintendent (may or may not) complete and share goal progress self-evaluation with the school board.

December Board Meeting: The school board chair, at the next open meeting, summarizes conclusions regarding the mid-year evaluation. The mid-year evaluation shall be attached to the summative evaluation and placed in the superintendent's personnel file.

January: Superintendent provides the school board with a benchmark report of strategic/operational plan and applicable goal benchmark progress.

May: The board chair sends out summative superintendent evaluations to board members. Evaluation will use a rating system of 1-4.

- Each board member completes and returns evaluation to the board chair within 7 days.
- The school board chair creates a summative evaluation summary document consisting of each school board member's ratings and comments.

June Closed Session: The school board chair brings the summative evaluation summary document to the superintendent's evaluation meeting (closed session).

- The school board shares and discusses the summative evaluation of performance. Changes to the evaluation may be made as a result of the discussions.
- Superintendent may or may not complete and share goal progress self-evaluation with the school board.

June Board Meeting: The school board chair, at the next open meeting, summarizes conclusions regarding the summative evaluation. A copy of the final written summative evaluation is placed in the superintendent's personnel file.

Subsequent Contract Negotiation Procedure: (Placeholder)



CITY OF HASTINGS HOCKEY ARENA PROPOSAL







PROJECT OVERVIEW

- **HASTINGS HOCKEY ARENA ROOF AND REFRIGERATION PROJECT - 5.2 MILLION**
- **BONDING PROJECT FOR THE CITY OF HASTINGS**
 - **FY 24 INTEREST ONLY**
 - **FY 25 THROUGH FY 35, PRINCIPLE PAYMENTS**
- **CURRENT JOINT POWERS AGREEMENT:**
 - **ARTICLE 6: CAPITAL IMPROVEMENT PROJECTS**
 - **THE SCHOOL DISTRICT AND CITY AGREE TO CONSIDER JOINT VENTURES IN THE DEVELOPMENT OF RECREATIONS/ATHLETIC FACILITIES THAT SERVE, AND ARE MUTUALLY BENEFICIAL TO BOTH THE SCHOOL DISTRICT AND THE CITY. CAPITAL IMPROVEMENT PROJECTS WILL BE COOPERATIVELY DEVELOPED BY THE DIRECTOR OF COMMUNITY EDUCATION, ATHLETICS AND PARK AND RECREATION, FOR APPROVAL BY THE STEERING COMMITTEE.**
 - **ARTICLE 7: FUNDING AND ON-GOING MAINTENANCE OF CAPITAL IMPROVEMENT PROJECTS**
 - **COST SHARING OF CAPITAL IMPROVEMENT PROJECTS WILL BE NEGOTIATED INDIVIDUALLY, AND EACH PROJECT WILL REQUIRE A UNIQUE AGREEMENT. SHARES MAY INCLUDE CASH AND IN-KIND CONTRIBUTIONS. LAND PURCHASES OR OWNERSHIP OF PROPERTY IS NOT CONSIDERED PART OF THE COST.....**



HOCKEY ARENA PROJECT 1998

- ORIGINAL HOCKEY ARENA WAS BUILT IN THE 1970S
- 1998 - DUE TO THE EXPANSION OF HOCKEY (GIRLS IN THE MSHSL), THE CITY OF HASTINGS APPROACHED THE DISTRICT TO JOINTLY PAY FOR THE 2ND SHEET OF ICE. THE FOLLOWING OUTLINES THE EXPENSES:
 - PROJECTED BOND COST: \$850,000
 - TOTAL OF 20 YEAR PAYMENTS: \$1,329,597.50
 - CITY PORTION: \$500,000
 - SCHOOL DISTRICT: \$250,000
 - ABOVE ALSO INCLUDED BOOSTER FUNDS
 - THE ANNUAL COST FOR THE DISTRICT WAS \$23,267 WITH THE FINAL PAYMENT IN JANUARY 2017
- NOTE: IN 2005, THE DISTRICT RESTRUCTURED THEIR CONTRIBUTION FROM AN ANNUAL CAPITAL PAYMENT TO A PREMIUM ICE PAYMENT OF AN ADDITIONAL \$67/HOUR FOR APPROXIMATELY 355 HOURS. TODAY'S AVERAGE HOURLY USE IS APPROXIMATELY 376 HOURS.





HOCKEY ARENA PROJECT 2024

OPTION #1	OPTION #2	OPTION #3	OPTION #4	OPTION #5
<p>Contribute \$150,000 in capital dollars for 10 years (approximately 30%)</p>	<p>Add a premium to ice time. Calculations were ran at an additional \$183.93/ice hour. Over 10 years, this would equate to approximately 14% of the project. Calculations based on annual expense of \$150,000/year in TOTAL</p>	<p>Combination of options #1 and #2</p>	<p>No Participation</p>	<p>Endless Possibilities</p>



- **HOCKEY ARENA PROJECT 2024**



**QUESTIONS
NEXT STEPS
ACTION ITEM**





504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed suitably [or appropriately] for school activities and in keeping with community standards.
- B. A student's clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student's dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.
- C. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:
 - 1. does not injure people or damage property;
 - 2. does not materially and substantially disrupt or interfere with the educational process or classwork;
 - 3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;
 - 4. does not involve substantial disorder or invasion of the rights of others.

Such clothing includes, but is not limited to, the following:

- 1. Clothing for the weather.
- 2. Clothing that does not create a health or safety hazard.
- 3. Clothing for the activity (i.e., physical education or the classroom).
- 4. Footwear that does not present a safety hazard.
- 5. Headwear, including hats or head coverings, are allowed provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must

not interfere with the educational process. Hoodies must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student wearing the hoodie is seated. Students may wear headgear for a medical or religious reason.

6. In accordance with the Crown Act: Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.

D. Student clothing may not include the following:

1. Students may not wear inappropriate clothing.

- a) Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.
- b) Apparel promoting products or activities that are illegal for use by minors.
- c) Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.

- E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

III. PROCEDURES

- A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimalizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.
- B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute

to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).

- C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.
- D. Likewise, an organized student group may recommend a form of clothing for students considered appropriate for a specific event and bring such recommendation to the administration for approval.

Legal References: *U. S. Const., amend. I*
Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)
Minn. Stat. § 363A.03, Subd. 36a (Definitions)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed. Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: *ISD 200 Policy 413 (Harassment and Violence)*
ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 525 (Violence Prevention)

Policy Reviewed: 05.30.2024
Policy Adopted:
Policy Revised:



504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of this school district to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
 - 1. Clothing appropriate for the weather.
 - 2. Clothing that does not create a health or safety hazard.
 - 3. Clothing appropriate for the activity (e.g., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
 - 1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
 - 2. Clothing bearing a message that is lewd, vulgar, or obscene.
 - 3. Apparel promoting products or activities that are illegal for use by minors.
 - 4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in ISD 200 Policy 413.
 - 5. Any apparel or footwear that would damage school property.

- D. It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.
- E. “Gang,” as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

- A. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References: *U. S. Const., amend. I*
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Community School District, 110 F.3d 1303 (8th Cir. 1997)
Hicks v. Halifax County Board of Educ., 93 F.Supp. 649 (E.D.N.C. 1999)
McIntire v. Bethel School, I.S.D. No. 3, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L. Rep. 205 (N.D. Ill. 1987)

Cross References: ~~ISD 200MSBA/MASA Model~~ Policy 413 (*Harassment and Violence*)
~~ISD 200MSBA/MASA Model~~ Policy 506 (*Student Discipline*)
~~ISD 200MSBA/MASA Model~~ Policy 525 (*Violence Prevention*)

Policy Reviewed: 02.08.2022
Policy Adopted: 05.09.1974
Policy Revised: 02.23.2022



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 purpose of this policy is to ensure that all members of the school community work collaboratively to create a safe, supportive, and equitable school climate through the use of positive discipline practices. Effective positive discipline stresses student self-direction, decision-making, and responsibility. Students have the right to be safe and free from threatening situations on school property, at school activities, and in district vehicles.~~ 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, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 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 district.

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

- ~~A. The School Board recognizes that individual responsibility and mutual respect are essential components of the educational process. Students must conduct themselves in an appropriate manner in order to maintain a climate where learning can take place with minimal interference.¶~~
- ~~B. The School Board believes that a positive and equitable learning environment is essential for students to thrive academically and developmentally.¶~~
- ~~C. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.¶~~
- ~~D. The School Board recognizes that no policy will cover all situations. Therefore, the building administrator(s) or designee will make a determination of the violation and/or consequences/disciplinary action when student actions are not specifically addressed. All actions by an administrator/designee will be made on a case-by-case basis.~~

III. DEFINITIONS

- A. “Non-exclusionary 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, and academic services. ~~Non-exclusionary~~Non-exclusionary 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; and 122A.627, clause (3).
- B. “Pupil withdrawal agreement” means a verbal or written agreement between a school administrator or exclusionary 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 non-exclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 - 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework

of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising ~~his or her~~ the principal's lawful authority, may use reasonable force when it is necessary under the circumstances to **correct or** restrain a student to prevent ~~imminent~~ bodily harm or death to the student or another. **A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress, places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.**
- 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. **A teacher, exercising the person's lawful authority,** ~~In exercising the teacher's lawful authority, a teacher~~ may use reasonable force when it is necessary under the circumstances **to correct or** restrain a student to prevent ~~imminent~~ bodily harm or death to the student or another. **A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.**
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. **A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate**

distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- 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 a positive atmosphere at events sponsored by the school district or held on school district property. See School Board Policy 903 (Visitors to School District Buildings and Sites) for additional information.
- 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 ~~and RESPONSIBILITIES~~**

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 exhaustive 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.

~~Hastings Public Schools strives to create a safe and welcoming place for all students. All of us help create this positive and respectful learning environment.~~

A. ~~While each school’s approach may differ in details, the table below offers a summary of the responsibilities we share to create a positive school and district culture.~~

	Students	Parents/ Guardians	All Hastings Staff
Beliefs	Believe that you have the capacity to be your best self. -Belief that you are important -Belief that you can do big things	Believe your child has the capacity to be their best self.	Believe staff have the capacity to support students in being their best selves.
Positive Relationships	Actively build and maintain positive relationships with staff and students.	Build and maintain a positive relationship with staff at the school.	Build and maintain positive relationships with all students and their families.
Respect	Respect yourself, the learning environment, other students, their parents/ guardians, families and all staff.	Respect and support the learning environment and emphasize the importance of being prepared for school.	Develop a learning community and a respectful environment that supports social-emotional and academic success.

Support	Ask for and accept help when you need assistance.	Ask for help when you need assistance. Advocate for your child through regular communication with school staff.	Regularly communicate with students and families. Support them when they ask for assistance.
Attendance	Go to school everyday on time.	Make sure your child arrives at school	Create a welcoming environment. Have

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	ready to learn, and give your best effort.	everyday on time and prepared to learn.	high expectations for all students.
Expectations and Procedures	Learn and follow school expectations and procedures.	Learn and talk with your child about the expectations and procedures at their school.	Teach, model, and reinforce school expectations and procedures. Follow the school-wide discipline plan.
Technology Use	Use technology and equipment in a responsible way.	Review the technology agreement with your child.	Tailor instruction for student voice and choice within a technology rich learning environment.
Learn	Personalize your learning by bringing your creativity to your assignments.	Encourage your child's passion to learn and grow toward life-long learning.	Provide personalized, engaging and academically appropriate instruction, including culturally responsive teaching that represents and invites students' identities.

Safety¶¶	Conduct yourself in a manner to ensure your safety and the safety of others.¶¶	Contact your child's school if you observe or are aware of potentially unsafe activities or conditions.¶¶	Create and monitor safe conditions in the school environment.¶¶
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¶¶

B. In addition to collective expectations and responsibilities, specific student Rights, Opportunities and Responsibilities are outlined in the table below.¶¶

¶¶

Access to Records ¶¶
<p>Rights/Opportunities¶¶</p> <ul style="list-style-type: none"> Students' parents/guardians and eligible students under federal law generally have the right to view their school records according to state and federal laws.¶¶ Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policy established by the school district.¶¶ <p>Responsibilities¶¶</p> <ul style="list-style-type: none"> Eligible students are responsible for following established building and district procedures regarding access to their school records.¶¶
Attendance and Tardiness ¶¶
<p>Rights/Opportunities¶¶</p> <ul style="list-style-type: none"> Absence or tardiness of students because of religious holidays and observances shall be recorded as excused absences or tardiness at the written request of the parent/guardian. For more details, see Board Policy 503.¶¶ <p>Responsibilities¶¶</p> <ul style="list-style-type: none"> Students and parents/guardians are responsible for following the school's attendance and tardiness rules and procedures.¶¶ Students and parents/guardians are responsible for notifying the school (e.g., a written note, phone call) before an absence or upon returning to school after an absence.¶¶ Students are responsible for following the school's procedures, i.e. obtaining a pass from a staff person, when late for class or if there is a need to leave class.¶¶ Students and parents/guardians are responsible for notifying the school if the student must leave during the school day. For more details, see Board Policy 503.¶¶
Equal Opportunity ¶¶

Rights/Opportunities

- Students have the right of equal opportunity, as allowed by law, to participate in all school activities and school education programs for which they are eligible.

Responsibilities

- Students are responsible for following the rules and procedures of the school-sponsored activity in which they, or others, participate. Students may not discourage, impede or prevent the participation of other students.

Fair Treatment

¶

Rights/Opportunities

- Students have the right to due process, as defined in the Minnesota Pupil Fair Dismissal Act, when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.
- Students have the right to be informed of all applicable classroom and school rules, expectations and procedures.
- Students have the right to be treated respectfully by district employees and other students.
- Students have the right to be free from unreasonable physical contact from staff and other students. Reasonable force by staff to restrain or correct a student from injuring self or other persons, however, is allowable.

Responsibilities

- Students are responsible for responding to all directions or questions from staff and for following all laws, policies, rules and expectations that apply to them.
- Students should assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect.
- Students are responsible for knowing and following all applicable classroom rules, expectations, and procedures.
- Students are responsible for treating all persons respectfully.
- Students are responsible for respecting the space and freedom of those around them.
- Students are expected to treat the property of others and the district responsibly.
- Students are responsible for refraining from using force or physical contact to inflict harm on another.
- Students are responsible for not engaging in conduct that threatens to physically or mentally injure themselves, other persons or property.

Free Speech and Expression

Rights/Opportunities

- Students have the right to free speech subject to certain Constitutional limitations.

Responsibilities

- Students are responsible for expressing opinions, publishing written materials and distributing literature in such a manner that is not libelous, obscene, discriminatory or sexually explicit; that does not contain references to alcohol, chemicals, tobacco, or other products that are illegal for use by minors; that does not interfere with the rights of others; that does not materially and substantially disrupt the atmosphere of learning in the school; and that follows school rules and procedures regarding time, place and manner.
- Permission of the school principal is required for distribution or posting of written materials.

Gender Identity

Rights/Opportunities

- Students have the right to be identified by their preferred name, pronoun, and asserted gender in school records, learning spaces, facilities, and extracurricular activities consistent with Board Policy and procedures. For more information see Board Policy 536.

Responsibilities

- Students must communicate with school staff if their school records are not reflective of their preferred name, pronoun, and/or gender identity.
- School record name and/or gender changes connected to gender identity require submitting updates to the placement office in accordance with Board procedures.

Learning and Academic Work

Rights/Opportunities

- Eligible resident students have the right to a free public education according to state and federal laws.
- Students have the right to attend school and gain an education as provided by law. Attendance at a particular school is a privilege, not a right. For more details, see Minnesota Statutes section 120A.36 at revisor.mn.gov/statutes.
- Students have the right to attend school in a safe environment that is free from disruptive behavior by others. Students have the right to experience learning opportunities that reflect their cultural experiences in a non-racist, non-sex-biased, gender and disability fair manner. Students have the right to make up school work that was missed during any excused absence.
- When absent for an extended period as a result of a medical issue, students have the right to necessary home/hospital instruction as regulated by state guidelines.

Responsibilities

- Students are responsible for daily attendance, for completing class assignments on time, and for bringing appropriate materials required for class use.
- Students are responsible for behaving in such a manner that supports learning for all, does not pose a potential or actual danger to themselves or others, and is not disruptive to the learning process for others.
- Students are responsible for respecting the cultural experiences shared by their peers.
- Students are responsible for obtaining and completing make-up work assigned for periods of absence.
- Avoid inaccuracies in publications.

Medications

Rights/Opportunities

- Students have the right to receive medications and medical procedures that must be administered during the school day in order for a student to attend school consistent with Board policy and procedure. For more information see Board policy 516.

Responsibilities

- Families are responsible for communicating with the school nurse or other school staff about changes in medications or medical procedures when they must be administered during the school day.
- Students are responsible for cooperating with school staff regarding medications and medical procedures to be administered during the school day.

Non-Discrimination/Harassment-Free Environment

ff

Rights/Opportunities

- Students have the right to a learning environment free from discrimination, harassment and violence based on an individual's race, creed, sex, marital status, national origin, age, color, religion, familial status, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, disability, or membership or activity in a local commission as defined by Minnesota Statutes section 363A.03.
- Students have a right not to be retaliated against for making good faith reports of discrimination, harassment, or violence.

Responsibilities

- Students are responsible for treating other students and district employees respectfully and in a manner that does not discriminate or harass an individual based on protected class.
- Students are responsible for reporting to staff (i.e., teacher or principal) incidents of

~~bullying, discrimination, harassment, violence or retaliation that they have experienced or of which they are aware.~~¶

~~Personal Property and Privacy~~¶

¶

~~Rights/Opportunities~~¶

- ~~• Students generally have a right of privacy in their persons and in their personal property on school district property and at school-sponsored or -associated events.~~¶
- ~~• According to Minnesota law, students have the right to use school-owned property (e.g., lockers, desks, iPads, ChromeBooks) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent or requirement for a search warrant. For more details, see Minnesota Statutes section 121A.72, subd. 1 at revisor.mn.gov/statutes/.~~¶

~~Responsibilities~~¶

- ~~• Students must not bring onto school district property, or to school-sponsored or -associated events, any item or material that violates school district policy, school rules, or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people. Items prohibited include, but are not limited to, stolen goods, weapons and lookalike weapons, and other illegal items.~~¶
- ~~• When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school officials may conduct a reasonable search of a student's person or property.~~¶
- ~~• Students are responsible for keeping their lockers/desks in good condition and free of any items that are illegal or prohibited.~~¶
- ~~• The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials. For more details, see Minnesota Statutes section 121A.72, subd. 1 at revisor.mn.gov/statutes/.~~¶
- ~~• Students must respect and maintain school property and the property of others.~~¶

~~Pledge of Allegiance~~¶

Rights/Opportunities

- Minnesota law requires all public schools to provide students the opportunity to recite the Pledge of Allegiance at least once a week (unless the School Board votes to waive this requirement).

Responsibilities

- Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so, and students must respect another person's right to make that choice. For more details, see Minnesota Statutes section 121A.11, subd. 3(b) at revisor.mn.gov/statutes/

Police Interviews

Rights/Opportunities

- Students have the right to be free from interview or interrogation by private parties, such as attorneys and private investigators, during the school day.
- Students have the right to be free from interview or interrogation during the school day by the Hastings Police Department unless the student's building administration determines it is unwise or unsatisfactory for the Hastings Police Department to contact the student outside of school.
- When interviewed during the school day by the Hastings Police Department, students have the right to be interviewed in private and with confidentiality and in the presence of the student's principal or the principal's designee, without interruption and without observance by other school personnel or students. For more details, see Board Policy 519.

Student Dress

Rights/Opportunities

- Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the student's health or safety, causes an interference with school work or creates classroom or school disruption.

Responsibilities

- Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, student dress cannot be a health and/or safety hazard, obscene, sexually explicit or discriminatory. Clothing that displays words or images that communicate a message that is racist, sexist, or otherwise derogatory is not permitted. Clothing that displays references to alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.

- ~~Students are responsible for abiding by the school principal’s mandated minimum standards of cleanliness and neatness. For more details, see Board Policy 504.~~

Student Government

Rights/Opportunities

- ~~Students have the opportunity to form and participate in student government that is open to all of the student body being represented. The purpose of the existence of student government is to represent and to be responsive to the needs of all students.~~

~~ff~~

Responsibilities

- ~~Students are responsible, when forming a student government, for establishing purposeful governing rules. The student government is responsible for communicating with the student body, faculty and administration, and for being aware of and complying with any school district policies affecting the student government procedures.~~

Technology Usage and Safety

Rights/Opportunities

- ~~Students have the opportunity to access a variety of district technology resources in support of personalized learning.~~

~~ff~~

Responsibilities

- ~~Students are responsible for using the district technology resources, including iPads, properly and following all district and school rules and procedures.~~
- ~~Students are responsible for respecting the privacy of other users, and not intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users without permission.~~
- ~~Students are responsible for maintaining the security of the district technology resources and recognizing and honoring the intellectual property rights of others.~~
- ~~Students are responsible for immediately disclosing inadvertent access of unacceptable materials or an unacceptable Internet site to an appropriate school district administrator.~~
- ~~Students are responsible for using the district technology resources without making changes to device operating systems and security profiles or installing any apps other than those authorized by Hastings Public Schools.~~
- ~~Students are responsible for ensuring that any digital content on district technology resources is school-appropriate.~~
- ~~Unacceptable use of district technology resources, including e-mail and the Internet, may result in one or more of the following consequences: suspension or cancellation of use or access privileges, discipline under applicable district policies and procedures, or civil or criminal liability under applicable laws. For more details, see Board Policy 524.~~

Transportation

Rights/Opportunities

- When riding a school bus or van to or from school, a student has the right to a safe ride that is free from intimidation, threat, or harassment.
- Parents/Guardians and students have the right to be informed that transportation service is a privilege that is granted to a student contingent upon appropriate behavior. In accordance with Minnesota Statute
- § 121A.59, transportation is a privilege, not a right, for eligible students.

¶

Responsibilities

- Students are responsible for adhering to the expected behaviors, set by the Board of Education, while on the school bus and while in school bus loading and unloading areas. Misbehaviors occurring on the school bus will be managed in accordance with the Administrative Procedures/Continuum of Response.
- Parents/Guardians of transported students are responsible for supervising their children until their children board the school bus in the morning and after their children leave the bus at the end of the school day.
- Students who are involved in serious or repeated incidents of unacceptable student conduct on the school bus or at the school bus stop may have their riding privileges suspended or revoked, including bus transportation for field trips.
- The parent or guardian of a student suspended from transportation is responsible for ensuring that the student travels safely to and from school and that the student arrives at school on time.
- Bus drivers and school staff are responsible for teaching, modeling and reinforcing positive behavioral expectations to all students.

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; ~~An American Indian student (MN 260.755, subd. 12) may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices (MN 144.4145);~~
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. An American Indian student (MN 260.755, subd. 12) may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices (MN 144.4145);
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, ~~on school property or contracted property~~ ~~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. ~~V~~Use of a cell phone in violation of the school district's Internet 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 ~~others~~ ~~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 Non School-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; and
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.

VII. 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 non-exclusionary 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.

VIII. 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 District will attempt non-exclusionary discipline before any dismissal proceedings. Non-exclusionary options may be determined by each school and are aligned at each grade level. The actions in this section provide an non-exhaustive list of examples. Hastings Public Schools works to ensure developmentally appropriate, age appropriate, and context appropriate interventions/consequences are applied as uniformly as possible. While the specific form of discipline chosen in a particular case is solely within the discretion of the school district, the district has developed an Administrative Procedure-Continuum of Responses which establishes a range of intervention and consequence options commensurate with a violation of the Student Code of Conduct. At a minimum, violation of school district code of conduct, 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. Restorative options defined as working with students in a manner that focuses on repairing harm, the impact of their behavior on the culture and community and maintaining relationships;
- C. 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;

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

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

IX. REMOVAL OF STUDENTS FROM CLASS

~~“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 period or activity period for a period of time not to exceed five (5) days after each occurrence, pursuant to this district discipline policy adopted by the school board. A class period or activity period is defined as a block of time devoted to one subject area or activity.~~

A. The teacher of record shall have the general control and government of the classroom ~~within the framework of the school building’s discipline procedures, such as MTSS, PBIS, Restorative Practices and Conscious Discipline.~~ 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. as appropriate by student developmental level based on each school’s discipline procedure and framework such as PBIS, Restorative Practices and Conscious Discipline.~~ 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 period or activity period for a period of time not to exceed five (5) days after each occurrence, pursuant to this district discipline policy. A class period or activity period is defined as a block of time devoted to one subject area or activity.~~

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 is at 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.

- 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. **Procedures for Removal of a Student From a Class.**

Each building may develop a specific set of procedures for removing a student from class. However, when a building does not have such procedures, the general procedures outlined below, will be expected for staff to follow:

1. If a student is removed from class, the teacher, principal, or other District employee will complete a report describing the student's behavior in accordance with the building level procedure.
2. Teachers removing students from class are required to direct the student to the school office or other predesignated location and verify his or her arrival as soon as practicable. Teachers will determine whether a student needs to be accompanied to the office, and, if so, make the necessary arrangements.

~~The administrator may, at his/her option, assign the student to supervision in another area specially designated for this purpose~~

3. The student will remain in the custody of the building administrator or his/her designee for the duration of the time prescribed.
4. Students removed for more than one class period will receive assignments from the teachers to enable the student to keep up with his/her class work.

5. It may be in the best interest to remove the class from the area for safety reasons.

D. **Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)**

The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

E. **Responsibility for and Custody of a Student Removed from Class.**

The administrator may, at his/her option, assign the student to supervision in another area specially designated for this purpose.

- F. Procedures for Return of a Student to a Class From Which the Student Was Removed.
 - 1. The student may return to class after a conference with the appropriate administrator, teacher, and/or the parent(s)/Guardian(s). At the time of this conference, a plan of action will be established.
 - 2. Students removed from class will be required to examine and take measures to correct it. (Language specific to each building level framework of behavior interventions- best practices like PBIS, Restitution, Restorative practices).
- G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions: ~~Procedures for Notification.~~ Parents/guardians of students removed from class will be notified as soon as practicable of the rule violation that led to the removal, and any conditions for readmission.
- H. Students with a Disability; Special Provisions. ~~Disabled Students, Special Provisions.~~
 - 1. In cases involving students receiving special education services, appropriate special education staff will be notified of the removal to determine compliance with the student's IEP and to determine whether further assessment or change in the student's IEP is necessary.
 - 2. In cases involving students with a suspected disability, the student assistance team or school counselor will be notified and the school's pre-referral intervention process will be followed.
- I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.
 - 1. The District has established a chemical /alcohol abuse pre-assessment team (Student Support Teams or Student Intervention Teams) pursuant to Minnesota Statute 121A.26;
 - 2. The District has established teacher reporting procedures to the chemical/alcohol abuse pre-assessment team, pursuant to Minnesota Statute 121A.29.
- J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.
The administrator is encouraged to consult the Admin Procedures Continuum of Response.
- K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

1. During the enrollment process, schools will gather as much information from parent(s)/guardian(s) as possible to determine any pre-existing academic, behavioral, or attendance concerns.
2. School administrators will ensure the building is adequately supervised and that a system is in place for reporting behavior concerns, regardless of the time and day.
3. School administration will have a plan for reviewing attendance records on a regular basis and then act on the attendance concerns in accordance with the appropriate county truancy program.
4. Schools will establish a structure for teachers to discuss student behavior concerns that is clearly communicated and followed up by administration.
5. Schools must have a team including administration, counselors, the school nurse, and other staff as available to review student academic, attendance, behavior and social/emotional concerns.
6. Staff will intervene and support students early on as behavior concerns are surfacing.
7. Schools will work with chemical health support staff to assess student behavior and determine whether or not chemical issues are present.
8. In conjunction with the Special Education process, schools will have regularly scheduled meetings to consider whether students with academic, behavioral, or social/emotional concerns might need to be assessed for special education services.
9. A formal structure will be created to share information as students transition between schools and grades to assist in continuous support and intervention.
10. Schools will communicate with parents/guardians about academic progress and encourage parents/guardians to assist in identifying concerns.

L. [Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.03](#)

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

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

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

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under non-exclusionary 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~~ than **one day**, 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 Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 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, do one or more of the following:
 - 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, Minnesota Statutes sections 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. PreK-3 Discipline

1. Beginning the 2023-24 school year, MN Statute prohibits the suspension of any K-3 student for any reason. K-3 students may be "dismissed" for less than one school day.
2. Expulsions and exclusions may be used only after non-exclusionary discipline has been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.
3. Non-exclusionary discipline must include one of the following:
 - a. collaborating with the pupil's family or guardian, child mental health consultant or provider, education specialist, or other community-based support;
 - b. creating a plan, written with the parent or guardian, that details the action and support needed for the pupil to fully participate in the current educational program,

including a preschool or pre kindergarten program; or

- c. providing a referral for needed support services, including parenting education, home visits, other supportive education interventions, or, where appropriate, an evaluation to determine if the pupil is eligible for special education services or section 504 services.

F. 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, Minnesota Statutes sections 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, Minnesota Statutes sections 121A.40-121A.56; describe the non-exclusionary disciplinary 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 must 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 Minnesota Statutes section 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.

XI. 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 Minnesota Statutes section 120B.232, subdivision. 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 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.

XII. 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 non-exclusionary 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.

XIII. 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, Minnesota Statutes chapter 13.

XIV. 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.

XV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 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 (Minnesota Statutes chapter 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.

XVI. DISCIPLINE COMPLAINT PROCEDURE ~~COMPLAINT PROCEDURES~~

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:

~~The school district maintains the following complaint procedure regarding the application of this policy. Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of sections 121A.40 to 121A.61, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. The superintendent or designee shall create and update a procedure that includes the following:~~

- A. Communication plan of the procedure for a complaint or appeal.
- B. Process for involved parties to submit additional information related to the complaint.

- C. Investigation timeline of complaint within three school days of receipt.
- D. Process for identifying personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record.
- E. Process for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions.
- F. Process for corrective action plans 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, if the investigation finds the requirements of sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately.
- G. Process for prohibiting reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provides procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XVII. 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.

XVIII. 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 and Graduation Requirements 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.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
 Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)

Minn. Stat. § 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch.125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: ISD 200 Policy 413 (Harassment and Violence)
ISD 200 Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
ISD 200 Policy 501 (School Weapons)
ISD 200 Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
ISD 200 Policy 503 (Student Attendance)
ISD 200 Policy 505 (Distribution of Non-school Sponsored Materials on School Premises by Students and Employees)
[ISD 200 Policy 507.5 \(School Resource Officers\)](#)
ISD 200 Policy 514 (Bullying Prohibition Policy)
ISD 200 Policy 524 (Internet Acceptable Use and Safety Policy)
ISD 200 Policy 526 (Hazing Prohibition)
ISD 200 Policy 610 (Field Trips)
ISD 200 Policy 709 (Student Transportation Safety Policy)

Policy Reviewed: 05.30.2024
Policy Adopted: 08.25.2021
Policy Revised: 06.28.2023



511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students and the general public.

III. RESPONSIBILITY

- A. ~~The building administrators shall be responsible for developing~~~~It shall be the responsibility of the building administrators to develop~~ recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved in advance by the administration. Participation in nonapproved activities shall be considered a violation of school district policy.
- C. ~~The superintendent shall be responsible for providing~~~~It shall be the responsibility of the superintendent to provide~~ coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ~~ANNUAL REPORT~~

~~The superintendent shall report to the school board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy. ¶~~

Legal References: *Minn. Stat. § 120A.20 (Admission to Public School)*
Minn. Stat. § 123B.09, Subd. 8 (Boards of Independent School Districts)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: *ISD 200 Policy 506 (Student Discipline)*
ISD 200 Policy 713 (Student Activity Accounting)

Reviewed: 05.30.2024

Revised:

Adopted:



513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year. Promotion at the high school shall be based on the number of credits earned.

B. Alternative Programming to Promote Success

Early identification and educational intervention is essential when a student is struggling in school. School-based support services and alternate placements **may be** available to students at risk of school failure. Assessment for special education services may be recommended.

C. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

D. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. **All programs will be aligned with creating**

Comprehensive Achievement and Civic Readiness.

2. The school district ~~will~~may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a) multiple objective criteria; and
 - b) assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to underrepresented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a) assess a student's readiness and motivation for acceleration; and
 - b) match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted and talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.

Legal References:

Minn. Stat. § 120B.11 (School Districts Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness.)
Minn. Stat. § 120B.15 (Gifted and Talented Students Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References:

ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 614 (School District Testing Plan and Procedure)
ISD 200 Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
ISD 200 Policy 618 (Assessment of Student Achievement)
ISD 200 Policy 620 (Credit for Learning)

Policy Reviewed: 05.30.2024
Policy Adopted : 05.09.1974
Policy Revised : 06.28.2023



518 DNR-DNI ORDERS

I. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

II. GENERAL STATEMENT OF POLICY

- A. The primary mission of the school district is education. DNR-DNI Orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.
- B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.
- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible.
- E. Notwithstanding this school district policy, **IEP and Section 504 teams must develop individualized medical emergency care plans for students**~~individualized health plans will be developed by the school nursing staff for students~~ when appropriate in accordance with state and federal law.
- F. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI Orders, shall be advised of and shall be given a copy of this policy.

Legal References: 29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)
42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

Cross References: None

Reviewed: 05.30.2024

Revised: 11.15.2006

Adopted: 08.05.1992



519 INTERVIEW OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. When prudent, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that

may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.
- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: *Minn. Stat. § 13.32 (Educational Data)*
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Cross References: *ISD 200 Policy 103 (Complaints – Students, Employees, Parents, Other Persons)*
 ISD 200 Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 ISD 200 l Policy 515 (Protection and Privacy of Pupil Records)

Policy Reviewed: *05.30.2024*
Policy Adopted: *11.15.2006*
Policy Revised: *02.23.2022*



722 PUBLIC DATA 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. Government Data:

“Government Data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

B. 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.

C. Public Data

“Public data” means 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.

D. Responsible Authority

“Responsible authority” means 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. [The Data Practices Contact is the Director of Human Resources.](#)

E. Summary Data

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

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. ~~A requestor is not required to explain the reason for the data request.~~**

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
 - i. 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 requester 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.
 - ii. 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 requester (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 requester 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 **will 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 requester 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 of 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.

- i. The actual cost of retrieving and making copies includes employee time, the cost of the materials onto which the data is copied and mailing costs (if any).
- ii. Also, if the school district does not have the capacity to make the copies, retrieve the information, 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 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.

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.

~~The Data Practices Contact is the Director of Human Resources~~

Legal References: *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*
 Minn. Stat. 13.025 (Government Entity Obligation)

Cross References: *ISD 200 Policy 406 (Public and Private Personnel Data)*
 ISD 200 Policy 515 (Protection and Privacy of Pupil Records)

Policy Reviewed: 05.30.2024
Policy Revised: 06.28.2023
Policy Adopted: 06.19.2019



Hastings Public School District
ISD #200

INDEPENDENT SCHOOL DISTRICT 200
PUBLIC DATA REQUEST FORM

TO BE COMPLETED BY THE REQUESTOR

REQUESTOR NAME (NOT REQUIRED):	PHONE NUMBER:*
ADDRESS:*	EMAIL ADDRESS:*
DATE OF REQUEST:	
DESCRIPTION OF THE INFORMATION REQUESTED: (attach additional page if necessary)	
MANNER IN WHICH RESPONSIVE DATA IS TO BE PROVIDED:	
INSPECTION ONLY _____ COPIES ONLY** _____ BOTH INSPECTION AND COPIES _____ **	
**Inspection is free, but there is a charge for copies. Payment must be received before copies will be provided.	

FOR OFFICE USE ONLY

DATE REQUEST RECEIVED:	REQUEST RECEIVED BY:
DATE OF RESPONSE:	RESPONSE PROVIDED BY:

* Requestor's name is optional. However, contact information is necessary to mail/email the data. Also, contact information is needed if the school district does not understand the request. We will not work on such a request until clarified.