

Tuesday, September 19, 2023

**Media Center**  
**3303 33<sup>rd</sup> Ave NE**  
**St. Anthony, MN 55418**

**7:00 pm**

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**REGULAR MEETING FOR LEVY CERTIFICATION**

**WORK SESSION**

Please [click here](#) to access the meetings

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**Call to Order**

Board Chair Ben Phillip

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**Approval of Agenda**

Board Chair Ben Phillip

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**Action Item:**

**Certify the Levy**

Board Chair Ben Phillip

All school districts must certify a proposed levy to the home county auditor by September 30th every year. Since school board action is required to approve the proposed levy before the deadline to make changes to the proposed levy certification, the school board can certify the proposed levy at the 'maximum' level which will allow for any corrections/changes in the levy totals between now and December's final certification to be made without recertification. The final levy certification in December will require a specific dollar amount. The deadline for submission of the proposed levy certification form to Ramsey and Hennepin Counties, as well as MDE, is September 30, 2023.

It is recommended that the School Board of ISD282 certify the proposed Levy for taxes payable in 2024 as a 'maximum' levy amount, as presented.

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**Approval of Minutes**

Board Chair Ben Phillip

The recommended motion is to approve the minutes from the August 30, 2023 School Board Professional Development meeting and the September 5, 2023 Regular Meeting per BoardBook, as presented.

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**Approval of Consent Agenda**

Board Chair Ben Phillip

The recommended motion is to approve the September 19, 2023 Consent Agenda, as presented.

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**Adjourn Regular Meeting**

Board Chair Ben Phillip

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**Call Work Session to Order**

Board Chair Ben Phillip

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**Superintendent Report**

Superintendent Dr. Renee Corneille

Each school board meeting, the superintendent will take time to reflect on the school district's achievements, events and stories of students and staff.

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**Athletics and Activities Report**

Director of Athletics, Activities and Facilities - Dr. Troy Urdahl

The Director of Athletics and Activities will take time to reflect on the achievements, events and stories of the athletic and activity programs in the district.

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**Discussion Item:****SAMS Trip Proposal**

SAMS Science Teacher- Kristine Schwintek

St. Anthony Middle School is offering the opportunity to attend Eagle Bluff Learning Center in Lanesboro, Minnesota. This is a two-night outdoor learning adventure for 8th graders. Science Teacher Krsitne Schwintek will present the proposed trip details.

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**Discussion Item:****Success Metrics**

Superintendent Dr. Renee Corneille

The District Administration will present an updated success metric draft goals to the school board for consideration. The school board has already reviewed potential goals and this will be a continuation of the discussion. District administration will provide recommendations regarding the goals.

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**Discussion Item:****Equity Review Update**

Board Member - Mageen Caines

The Board received the Equity Review report in our August 30 professional development. While there are a number of recommendations from the Center for Educational Leadership (CEL), the foremost was to do some further engagement internally and externally around both the findings and how to make sense of them. Recommended internal questions include reviewing and assessing the alignment of related work underway in the district and strategizing on how to seek community partnership/engagement in that work. Strategies could include, but are not limited to, requesting an internal group's review of the report using the process CEL provided and requesting a community engagement plan based on that group's recommendations.

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**Discussion Item:**

**Policy Work**

Board Member - Mageen Caines

This is the second reading of policies 102, 504, 506, 507 and 509. The policies have been reviewed by MSBA and our policy committee.

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**Discussion Item:**

**School Board Professional Development Dates**

Board Chair Ben Phillip

ISD282 has a professional development commitment to all staff. The School Board models this by engaging in four professional development sessions throughout the school year. The school board will take time to set additional dates for the rest of the 23-24 school year.

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**Board Member Reports**

School Board Chair - Ben Phillip

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**Adjourn**

School Board Chair - Ben Phillip

Next Meeting(s):

Tuesday, October 3, 2023 – Regular Meeting  
Tuesday, October 17, 2023 – Work Session

St. Anthony – New Brighton School District  
Independent School District 282  
3301 Silver Lake Road  
St. Anthony, MN 55418

**Regular Meeting –Tuesday, September 5, 2023**

**MINUTES**

**Members Present:** Board Chair Ben Phillip; Vice Chair Laura Oksnevad;  
Treasurer Mike Overman; Clerk Mageen Caines; Director Cassandra Palmer and Director Leah  
Slye

**Staff Present:** Superintendent Dr. Renee Corneille; Director of Community Services and  
Communications Wendy Webster; and Executive Director of Academics Hope Fagerland

The Regular Meeting was called to order at 7:00 p.m. by School Board Chair Ben Phillip

**APPROVAL OF THE AGENDA**

**A motion was made by Mageen Caines and seconded by Laura Oksnevad to approve the  
September 5, 2023 Regular Meeting agenda, as presented. The motion carries 6-0.**

**SUPERINTENDENT REPORT**

Each school board meeting, the superintendent takes time to reflect on the school district's achievements, events and stories of students and staff. This report included highlights from the back to school all staff day, the recent Comprehensive Needs assessment, the Equity Review recommendations and the start of fall sports.

**COMMUNITY SERVICES REPORT**

Director of Community Services, Wendy Webster, provided an update on staffing, professional development for staff and current program offerings at St. Anthony Community Services.

**SUPERINTENDENT EVALUATION SUMMARY**

The hiring and evaluation of a superintendent is one of a school board's most important responsibilities. The process and timeline for our annual superintendent evaluation includes a mid-year progress report and a year-end evaluation. In June, the Board conducted a detailed evaluation of Dr. Corneille's work for District 282 during the 2022-2023 school year. The school board discussed the findings of the evaluation as a board and with Dr. Corneille during a closed session after the June 6th regular meeting, in compliance with Minnesota Statute 13D.05 196 Subd. 3(a).

### **APPROVAL OF MINUTES**

**A motion was made by Leah Slye and seconded by Mike Overman to approve the minutes from the August 15, 2023 Regular Meeting, as presented. The motion carries 6-0.**

### **APPROVAL OF CONSENT AGENDA**

**A motion was made by Mageen Caines and seconded by Laura Oksnevad to approve the September 5, 2023 Consent Agenda, separating the donation resolution, as presented. The motion carries 6-0.**

### **DONATION RESOLUTION**

RESOLUTION Accepting Donation to District

WHEREAS, the School Board of Independent School District No. 282 adopted a resolution proposing the acceptance of a donation to Wilshire Park at the amount of \$2,200 for the purpose of purchasing kindergarten supplies; and

WHEREAS, the school board may accept a gift, grant or devise of real or personal property with a value of \$1000 or more only by the adoption of a resolution approved by two-thirds of its members per ISD 282 policy 706.

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

**A motion was made by Leah Slye and seconded by Cassandra Palmer to adopt the resolution, as presented. With a roll call vote, the motion carries 6-0.**

### **ACTION**

#### **1. Principal Contract**

The principal contract for ISD282 ended on June 30, 2023. Over the summer, Superintendent Corneille met with the three principals and negotiated the 23-26 contract.

**A motion was made by Laura Oksnevad and seconded by Mageen Caines to approve the 23-26 Principal Contract, as presented. The motion carries 6-0.**

#### **2. MSHSL Membership**

The MSHSL Membership is an annual resolution adopted by MSHSL member schools to renew their membership with the Minnesota State High School League.

**A motion was made by Cassandra Palmer and seconded by Mageen Caines to approve the annual MSHSL membership resolution, as presented. The motion carries 6-0.**

#### **3. Para Clerical Unit MOU**

The Para Clerical MOU was presented to the board with District Administration support. The Para-Clerical contract does not have language regarding job sharing - for the 2023-2024 school year two employees are requesting a job share option. This MOU articulates the requirements of job sharing and will not indicate past practice moving forward.

**A motion was made by Cassandra Palmer and seconded by Leah Slye to approve the ParaClerical MOU, as presented. The motion carries 6-0.**

#### **4. Policy Work**

This was the final reading of policy 722 - Public Data and Data Subject Requests.

**A motion was made by Laura Oksnevad and seconded by Cassandra Palmer to approve Policy 722, as presented. The motion carries 6-0.**

### **DISCUSSION**

#### **1. AIPAC Concurrence**

AIPAC (American Indian Parent Advisory Committee) has been affiliated with the St. Anthony New Brighton School District for a number of years and is funded by the State of Minnesota. In order to maintain funding, AIPAC needs to stay in concurrence. AIPAC provided the Board a list of recommendations for the 2023-24 school year of which the Board will formalize a response.

#### **2. School Board Professional Development Day Report**

On Wednesday, August 30, the School Board met to receive and discuss the results and recommendations from the equity review provided by Dr. Michelle Mason from the Center for Educational Leadership, as well as the comprehensive needs assessment by Dr. Tamika Fuller from Education Reform Enterprises.

#### **3. Success Metrics**

District Administration presented potential goals for the school board linked to our district's success metrics. The board reviewed the document with the understanding that the goals are listed as performance tasks. This structure is to stay in alignment with standards-based instruction (Success Metric = standard). The school board will take a second look at this at the work session on September 19, 2023.

#### **4. Enrollment Update**

Superintendent Corneille provided the school board with the first day enrollment numbers.

#### **5. Policy Work**

This was the first reading of policies 102; 504; 506; 507; and 509. Policies 406; 418; 419; 424; 425; 427; 708; 709; and 806 were presented for a second reading. The policies have been reviewed by MSBA and our policy committee.

### **Board Member Reports**

School Board members attended the following meetings and events: AMSD Executive Committee; SAMS open house; School Board professional development; MSBA Coffee and Conversation; swim and dive meets; policy committee; AIPAC; football; School Board Directors of Color and Indigenous Fellowship; cross country; Family Services Collaborative; community conversations and the all staff welcome back morning.

### **Adjourn**

The Regular Meeting of September 5, 2023 was adjourned at 10:08 pm.

Signed: Mageen Caines - School Board Clerk Attest: Kim Lannier

### **School Board Professional Development - Wednesday, August 30, 2023**

### **Minutes**

The August 30, 2023 School Board Professional Development meeting was called to order at 4:06 pm and adjourned at 9:26 pm.

**SCHOOL BOARD CONSENT AGENDA**  
**September 19, 2023**

PRESENTER(S): School Board Chair

SCHOOL BOARD CHAIR'S RECOMMENDATION (in the form of a motion): "...to approve the *Consent Agenda*."

**1. Personnel**

a. Hire(s)

Last Name	First Name	Position	School	Date Effective
Wappes	Marie	Paraeducator	St. Charles	September 5, 2023
Lehman	Ashley	Custodian	Wilshire Park	September 6, 2023
Sendolo	Teddy	Grounds Maintenance	District	September 5, 2023
Sendolo	Teddy	Paraeducator	SAMS	August 28, 2023
Tressel	Luke	Strength and Conditioning Coach	District	September 11, 2023

b. Leave(s)

Last Name	First Name	Position	School	Date Effective
McDonough	Penny	Lunchroom/Playground	Wilshire Park	August 22, 2023

**2. Payment of Bills *Checks Paid* – September 13, 2023**

General Fund	\$120,366.11
Food Service Fund	\$21,188.72
Transportation Fund	\$75,089.67
Community Service Fund	\$25,131.10
Capital Expenditure Fund	\$662,522.67
Agency Fund	\$10,750.00
Trust Fund	\$2,304.52
Student Activities	\$12,444.00

**TOTAL: \$929,796.79**





## **Superintendent Report from Dr. Renee Sbrocco Corneille Superintendent of St. Anthony - New Brighton Schools**

*Each school board meeting, the superintendent will take time to reflect on the school district's achievements, events and stories of students and staff. The idea of these notes is to keep the board both informed and inspired of all the amazing work our school community has done over the past two weeks.*

### **The first day of school was on Tuesday, Sept. 5**

We welcomed back students and families two weeks ago and it was truly amazing to see students come back and greet their teachers!



## **Early voting begins Friday, September 22**

St. Anthony - New Brighton school district residents have the opportunity to cast their ballot before election day on November 7. Ramsey County hosts early voting and voters can submit their ballot in person or by mail.

The district has hosted public referendum forums for the community to join and learn more about the two questions on the ballot this fall. They have been well-attended and we're happy to educate our residents about the upcoming election!

## **National Hispanic Heritage Month started Friday, Sept. 15**

Hispanic Heritage Month, also known as Latino Heritage Month, is a time to acknowledge and pay tribute to the diverse cultures, traditions and histories of those who trace their roots to Spain, Mexico, the Caribbean, Central and South America. This month-long celebration begins on Friday, September 15, the anniversary of the independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Mexico's Independence Day is celebrated on September 16, and Chile's Independence Day falls on September 18.

Hispanic Heritage Month provides a wonderful opportunity to educate our students about the tremendous influence and achievements of Hispanic and Latino individuals in various fields, including art, science, politics, sports, and more. We invite all students, parents, and community members to join us in celebrating Hispanic Heritage Month.

## **Students and staff grab corn given by interim principal Steven Geis**

Steven Geis, who is serving as the interim St. Anthony Middle School principal, is a farmer by trade. When he had an entire truckload of corn that he needed to haul away, he knew where to go. Thank you Steven for providing our school community with a nutritious snack to share with family and friends!

## **Upcoming 8th grade trip fundraisers**

Kristine Schwintek, 8th grade science teacher, is leading another fantastic 8th grade field trip to Eagle Bluff Environmental Learning Center. The fundraisers are for the 8th grade class, which include the Eagle Bluff Retreat and other grade-wise festivities this year.

Please join us at the following fundraisers to support our activities!

- Raising Cane's Fundraiser on Monday, October 2, 4-8 p.m.

- Chipotle Fundraiser on Wednesday, October 11, 4-8 p.m.
- Parkway Pizza Fundraiser on Thursday, October 26, 4-10 p.m.
- 8th Grade Poetry Night on Wednesday, November 8

## **Working through Transportation and Technology issues**

We are continuously working to provide equitable bus transportation to our students.

Unfortunately, we continue to run into issues with our contractors MTN and Vogit on providing timely transportation, as well as communication, to our families. In a recent message to families in the Brighter Bulletin, we restated our commitment to doing better.

*“We’ve worked very hard to ensure our bus routes were correct and distributed in a timely manner, however, we recognize there have been issues. We are aware that some buses have been very late or have dropped students off at the wrong location, which has caused some of our families to bring their students to and from school. The district contracts buses with outside vendors and each time we experience a challenge, we make them aware and require they communicate with our team so we can let families know. We will continue to monitor and work for more consistent and safer service to our families. We appreciate your patience during this time.” – Brighter Bulletin, Wed. Sept. 6, 2023*

Future discussion needs to be held about the future of school transportation in our district and how we can make it the best possible experience for our students and families. The way we are currently operating is doing a disservice to our families and is creating inequitable situations.

## **St. Anthony Village High School (SAVHS) ranks in the top 20 of all metro schools**

Scored by U.S. News & World Report, schools are ranked on their performance on state-required tests, graduation and how well they prepare students for college. SAVHS ranked number 21 in Minnesota High Schools and number 19 in Metro Area High Schools.

# Athletics and Activities Update

SANB School Board

September 19 , 2023

# Athletics and Activities Report

## Working with Purpose

I serve to use the power of school activities to make the world a better place, working alongside coaches and advisors to help fulfill their purpose.

### Collective Transformational Purpose

**H**ard work

**E**mpathy

**A**ttitude

**R**espect

**T**eamwork



To Capture the **HEART** of All Participants

# Athletics and Activities Report

## Athletics by-the-numbers

Girls Athletics Programs:	13
Cooperative Girls Athletics Programs (non-hosted):	2
Boys Athletics Programs:	13
Cooperative Boys Athletics Programs (non-hosted):	3
Co-ed Adapted Athletic Programs:	1
TOTAL PROGRAMS	27



# Athletics and Activities Report



# Athletics and Activities Report

## Fall Participation

Fall Sports/Activities	22-23	23-24			
			Girls Soccer	43	44
Cheerleading	14	13	Girls Swim/Dive	28	35
Boys Cross Country	51	43	Girls Tennis	32	32
Girls Cross Country	17	18	Volleyball (HS)	51	51
Football	60	54	<b><u>Totals</u></b>	<b><u>334</u></b>	<b><u>342</u></b>
Adapted Soccer	1	1	Fall Play	25	N/A
Boys Soccer	37	51	Fitness Center	43	23



# Athletics and Activities Report

## Professional Learning



# Athletics and Activities Report

## Working with Purpose

- **This Year's Professional and Student Learning**
  - **MSHSL Trainings**
  - **Three PL Sessions with Staff**
  - **Captains Council**
  - **MSHSL "Together in Partnerships"**

# Athletics and Activities Report

## Captains Council



# Athletics and Activities Report

Working with Purpose

## Weekly Lessons

### Great Emperor Moth<sup>1</sup>

*"The only way out – is through."*

- Robert Frost

*One day, a man found the delicate cocoon of an emperor moth. Intrigued by it, he decided to bring it home to watch the moth's transformation. Patiently, he observed as the moth inside struggled to break free from its cocoon. But then, something unexpected happened. The moth seemed to reach a point where its progress stopped. It appeared stuck, incapable of moving forward.*

*The man believed he could help the struggling creature. He grabbed a pair of scissors and carefully snipped away the remaining portion of the cocoon, freeing the moth effortlessly. However, as the moth emerged, the man noticed that its body was swollen and its wings were shriveled. He hoped that with time, the wings would expand, the body would naturally regain its intended shape, and the moth would fly. Sadly, this was not the case. The moth crawled around with a swollen body and useless wings, unable to take to the skies. It died just a few days later.*

# Athletics and Activities Report

## Transportation

**“There are no buses.”**





# Athletics and Activities Report

## Intramural Sports

- **Serves as a unique opportunity for more students to become involved in school sponsored activities.**
- **Recreational level of play to encourage and welcome participation from all skill and experience levels.**
- **Promotes a fun opportunity to stay active and learn a new sport, while meeting new friends to continue building a positive school community.**
- **This fall, we will offer Badminton and Pickleball to SAVHS students 9-12 on Wednesdays during WIN from 8:00-9:30 AM.**

# Athletics and Activities Report

## Strength and Conditioning Coach

- Hired Luke Tressel as a strength & conditioning coach
- Fitness Center is now open five days a week
- Provides support and guidance to help students reach their fitness goals
- Increase in access, support
- Investment in student wellness

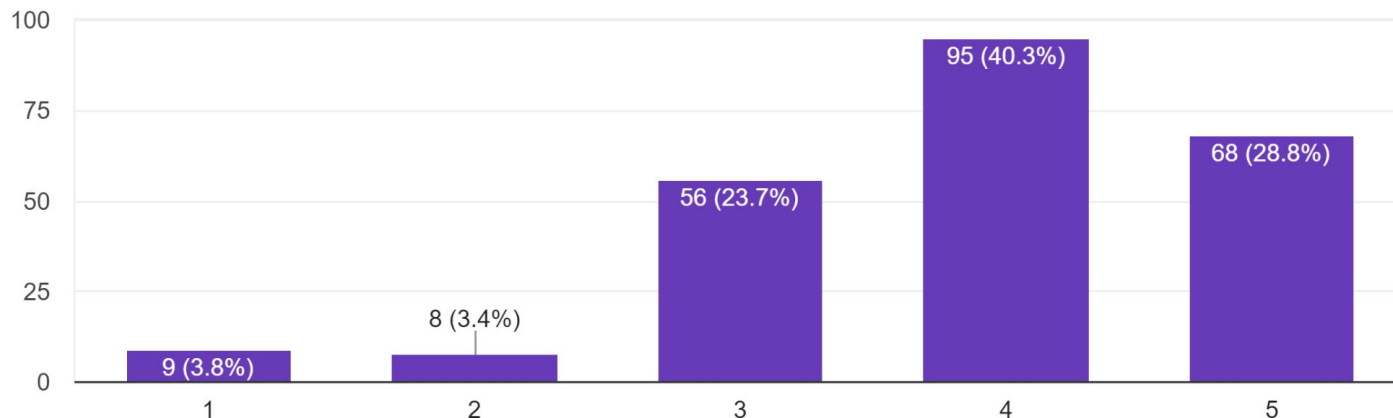


# Athletics and Activities Report

## Student Voice

Please rank the importance of CHARACTER EDUCATION in high school athletics and activities.

236 responses



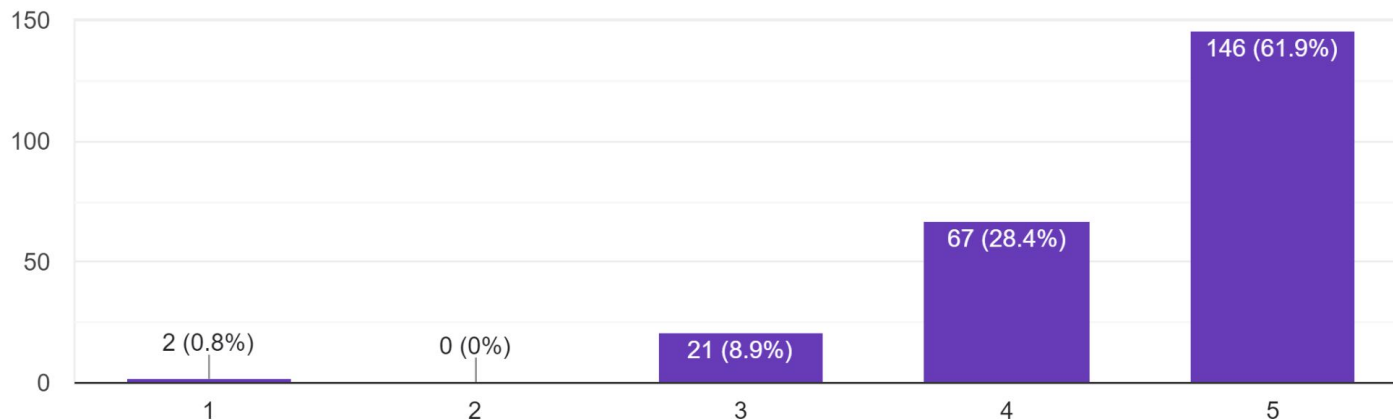


# Athletics and Activities Report

## Student Voice

Please rank the importance of SPORTSMANSHIP in high school athletics and activities.

236 responses

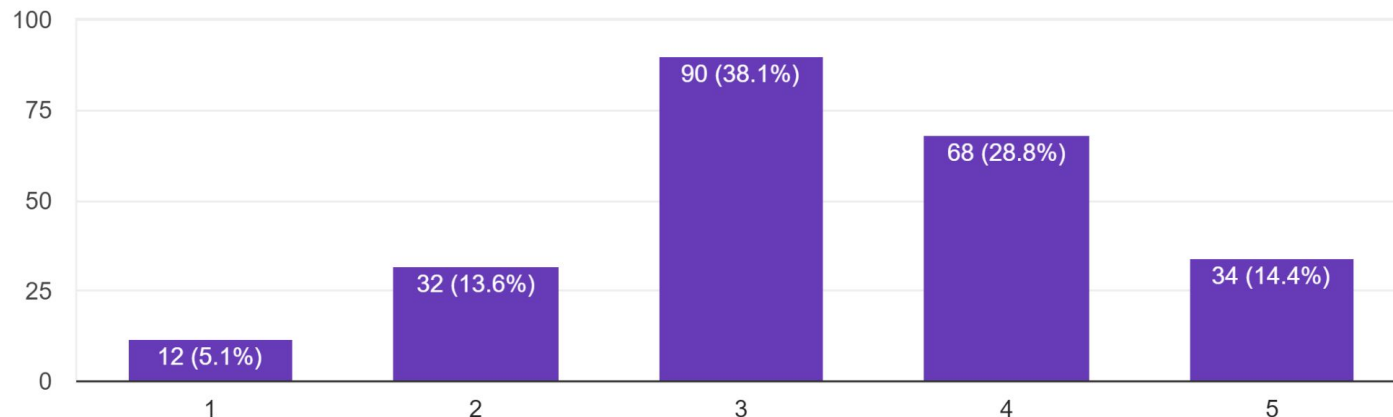


# Athletics and Activities Report

## Student Voice

Please rank the importance of WINNING in high school athletics and activities.

236 responses

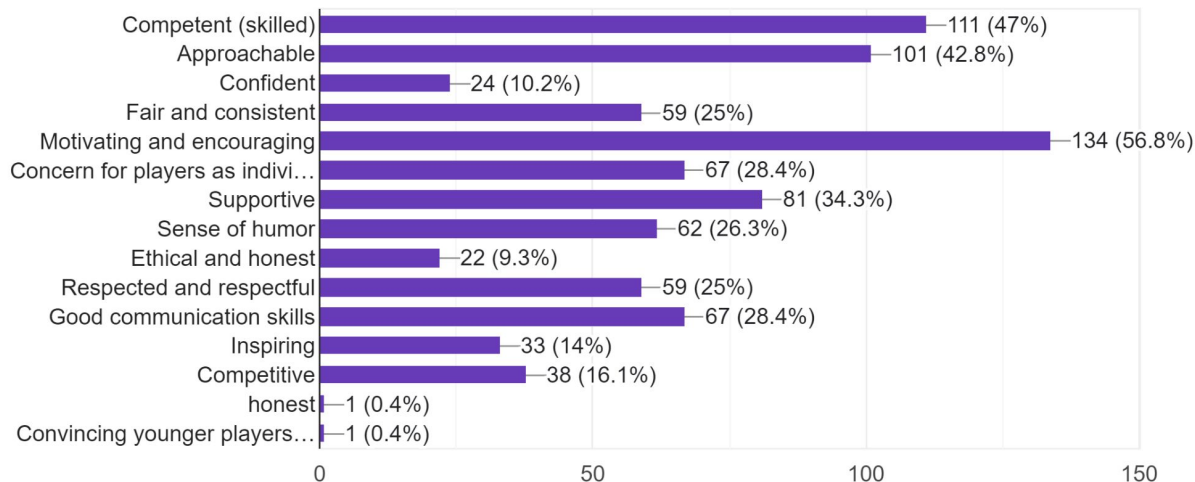


# Athletics and Activities Report

## Student Voice

What (3) attributes do you consider most important in a coach or advisor?

236 responses



# Athletics and Activities Report

## Quality Program Award

**The National Interscholastic Athletic Administrators Association developed a set of measurement criteria to assess the status of their athletic program.**

**Ten assessment categories are used to identify and recognize outstanding high school athletic programs at the exemplary level.**



# Athletics and Activities Report

## Quality Program Award

**St. Anthony Village High School is only the second school in Minnesota to receive this award - and the first Minnesota school to be recognized with the QPA recognition in over a decade!**

**Philosophy - Educational Compatibility - Mentoring Staff and Students  
Program Safety and Risk Management - Communication, Program Access  
And Equity - Budget and Supplemental Fundraising - Personnel and  
Program Assessment - Technology - Sports Medicine - Innovation and  
Creative Leadership Strategies**

# Athletics and Activities Report

## Miscellaneous

- **GameTime Music**
- **~16 head coaches / advisors are staff members!**
- **Pool repairs**
- **Homecoming is the week of October 9th (HOF and football game on October 13th)**
- **We received a Hennepin County grant for the stage floor!**
- **This fall's musical is *SpongeBob SquarePants*!**

# Questions?

Thank you!



SAMS 8th Grade Outdoor Retreat

◆ **Eagle Bluff**

◆ Environmental Learning Center





## **Eagle Bluff is a year-round environmental learning center.**

- **Focus:** Education programs and outdoor adventures for children, adults, and families.
- **Participation:** Direct observation, interaction, engagement and exploration of the environment.
- **Goal:** Students/visitors connect with nature on another level, cultivating a relationship with and deeper understanding of the natural world.
- **Mission:** To provide transformative experiences which empower people to care for the earth and each other.

# *We've had a hard past few years...*

We are so excited and WANT to take you all on a unique, engaging, and challenging experience in the outdoors. Our goals:

- ★ To **build community and confidence** in yourselves and your shared world in an engaging, outdoor setting.
- ★ To **become stewards of the Earth** and gain an understanding of our natural world.
- ★ To **explore Minnesota's geology and ecology** while building our scientific thinking, writing, and inquiry skills.
- ★ To **be together, have fun, and challenge ourselves and each other!**



**Leave SAMS: morning of Monday, November 13th**  
**Return to SAMS: afternoon of Wednesday, November 15th**



**Two night stay in Lanesboro,  
MN--about 2 hours south of the  
Twin Cities.**



# ALL SAMS 8th graders are invited!

*Additionally...*

- approximately 7 SAMS staff members, including all 8th grade teachers will attend
- approximately 7 parent chaperones will attend
- Per District Policy, there needs to be 1 adult per 10 children





We'll get our final schedule soon!

These are the activities we hope to do when we're there:

**High Ropes  
Course**


**Aquatics  
Lab**

**GPS  
Pathfinders**

**Winter  
Survival Skills**

**After dinner:** Two naturalist programs—**Raptors** and **Legends of the Sky** (Astronomy).

**In the evenings:** we will also have a **Campfire** and go on a **Night Hike**!



# What we learned from our experience last year...

- Last year, we had 28 8th grade students who stayed at SAMS for Environmental Education lessons. About half of the students were our Muslim students.
  - Kristine Schwintek connected with a few of our Muslim families at Back-to-School Night and they were more interested and asked more questions. One mom even asked if she could chaperone!
  - 8th grade teachers will be more intentional about connecting with our Muslim families. We are also working on connecting with some liaisons to build relationships with our Somali families.
- We learned how crucial our partnership with the chaperones was. They were so wonderful at connecting with our students and the teaching staff at Eagle Bluff. We really enjoyed our time together!
- We learned that students do not wear long underwear or warm shoes. We need to REALLY emphasize wearing warmer shoes and clothing. They need to be prepared or it takes away from their experience and the experience of others.

# What we learned from our experience last year...

- Our students surprised us and ourselves when they disconnected from cell phones. Their conversations were so much richer! They also loved the dorm rooms- twinkly lights and deodorant.
- The value of getting out of the city. Kids were like, "Whoa! Is that the St. Paul skyline?." They got to explore outside of the St. Anthony bubble together.
- We learned the importance of building our community before going. We learned that our community was stronger when we came back.
- Even though students complained (about the food especially), they were always smiling when they talked Eagle Bluff.

# Draft

## Success Metrics Goals for 2023-2024

### Academic Excellence

Success Metric	<b>Academic Excellence:</b> Students think critically and apply their acquired knowledge and skills to solve problems.						
Essential Learning Target	Students in St. Anthony New Brighton schools exhibit deep and meaningful learning.						
Performance Task	By the spring of 2024, 75% of K-3 students will reach the reading proficiency benchmark as measured by FAST.	We will increase the number of special education students who meet or exceed proficiency in Reading by 5% or more, as measured by the 2023-2024 FAST screeners	We will increase the proficiency of each of the following groups of students as measured by the 2024 MCA Reading and Math test in grades K-8. Listed as shown on SPED - 10% F/RL - 10% ELL - 10% Asian - 5% African American - 10% Hispanic - 10% White - 5%	By the spring of 2024, 60 % of junior students taking the ACT will earn at least a composite score of 22.	By the spring of 2024, 40% of all students assessed will have met CCR benchmarks in all four subject areas as measured by 2024 ACT.	100 % of the students who attend preschool at St. Anthony Community Services during the 23-24 school year and enter Kindergarten in the fall of 2024, will meet expectations as measured by the Teaching Strategies Gold Assessment.	100% of SAVHS Seniors in the graduation class of <b>2027</b> will conclude their senior year in either the “graduating” or “continuing” categories of the cohort-adjusted graduation rate calculation.
	Recommend	Recommend One of these two		Recommend One of these two		Recommend	Future oriented goal - 9th Grade Cohort



## Student Wellness

Success Metric Standard	<b>Student Wellness:</b> Students holistically develop an adaptive skill-set that includes empathy, self-advocacy, teamwork, communication, inclusion and interpersonal abilities, and coping skills to thrive in a constantly changing world. Students are equipped to navigate demands and opportunities they encounter, enabling them to enjoy meaningful, productive, healthy lives.			
Essential Learning Target	Students in St. Anthony New Brighton schools exhibit physical, emotional, and social well being.			
Performance Task	AIPAC members agree on and set at minimum two family engagement activities/nights (August Welcome Back Families 2023 and April 2024).	All students have a connection with a caring adult within the school system, beyond their parent or guardian. (use panorama)	We will <b>collect baseline data</b> on the number of students participating in an <b>intramural activity</b> for <b>grades 9-12</b> .	We will <b>collect baseline data</b> regarding Physical Education metrics in the areas of <b>endurance (cardio), strength, and flexibility</b> .
	Recommend	Recommend	Recommend one or both of these - baseline	

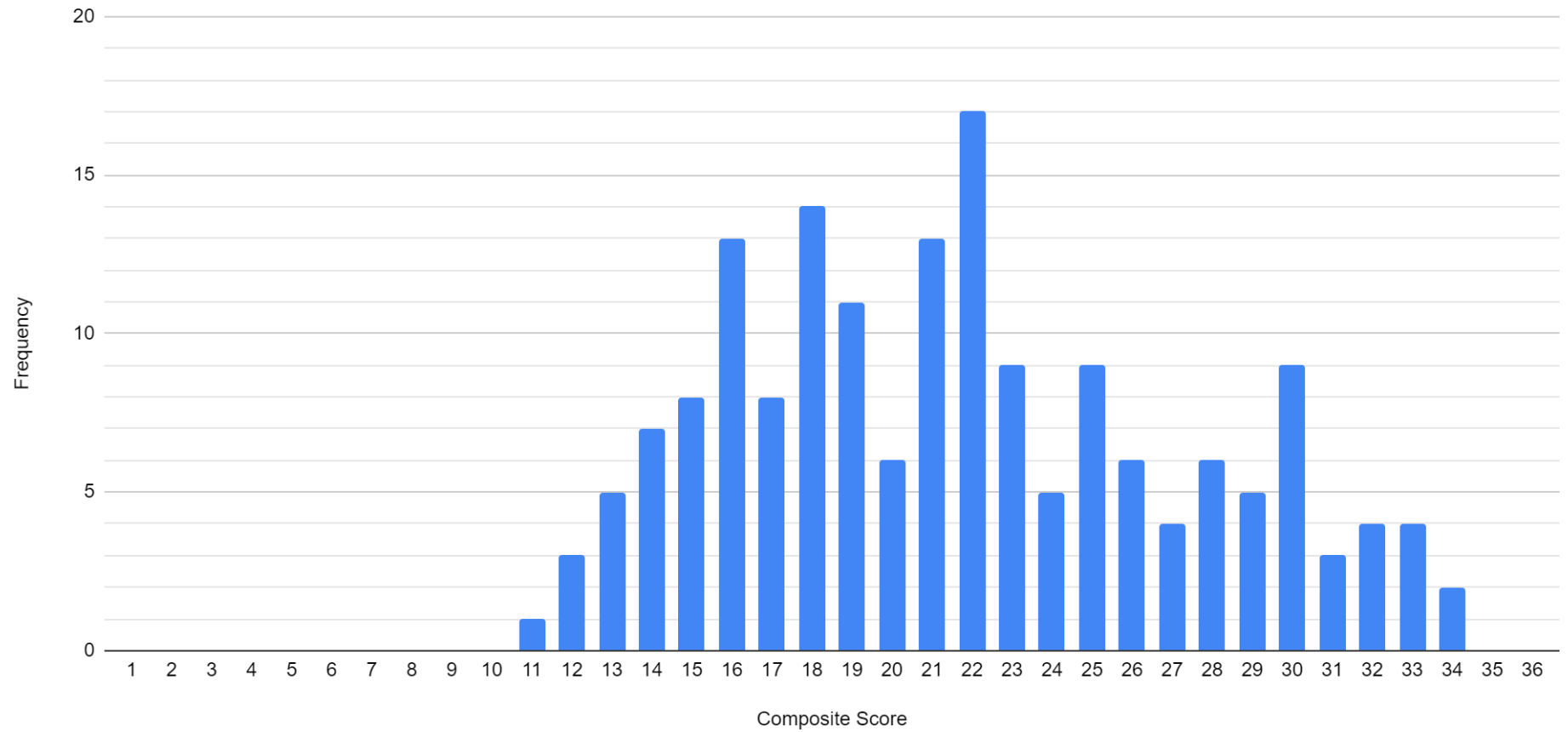
## Love of Learning

Success Metric Standard	<b>Love of Learning:</b> Even when confronted with challenges, students have the capacity, motivation, and persistence to acquire new knowledge and skills, creatively seek out solutions, and confidently take action.	
Essential Learning Target	Students in St. Anthony New Brighton schools will enhance their brilliance by developing a robust love of learning.	
Performance Task	By the end of 9th grade, all students will have utilized <b>Xello</b> to help plan their <b>interests, goals, and educational purpose</b> .	Determine the percentage (get baseline data) of SAVHS students who, by end of their senior year, have completed at least a course that is <b>crediting bearing</b> (College in the Schools, Post-Secondary Educational Option, Advanced Placement, CTE at 916). <b>To help determine pathways for students in their HS experience</b>
	Recommend one or both of these goals	

## Positive Contributor to Society

Success Metric Standard	<b>Positive Contributor to Society:</b> Students understand their brilliance as well as their rights and responsibilities as an individual, and as a member of society. Students can reflect on the needs of a diverse community, activating their resourcefulness, intellect, and skills to positively and authentically contribute to and serve their community.	
Essential Learning Target	Students in St. Anthony New Brighton schools exhibit ethical and educated engagement as a citizen of the community.	
Performance Task	<i>We will collectively contribute over <b>5000 volunteer</b> hours to our community and surrounding area throughout the 23-24 school year.</i>	<i>St. Anthony New Brighton students in grades 8,9 and 11 answering “extremely or almost always” to the statement “I accept people who are different from me” on the MN student survey will increase from 63.2 % in 2022 to 75% in <b>2025</b>.</i>
	<i>Recommend</i>	<i>Future oriented goal - 2025</i>

ACT Histogram Spring 23




This is data we can pull from the Minnesota Student Survey every 3 years.

## Physical Activity/Exercise

Students were not required to answer every question.



During the last 7 days, on how many days were you physically active for a total of AT LEAST 60 MINUTES PER DAY?

	<u>Count</u>	<u>%</u>
 0 days	11	10.9
 1 day	6	5.9
 2 days	16	15.8
 3 days	10	9.9
 4 days	13	12.9
 5 days	12	11.9
 6 days	12	11.9
 7 days	21	20.8

## Sleep

Students were not required to answer every question.

During a typical school night, how many hours of sleep do you get?

	<u>Count</u>	<u>%</u>
 4 hours or less	2	2.0
 5 hours	1	1.0
 6 hours	5	5.0
 7 hours	12	11.9
 8 hours	29	28.7
 9 hours	30	29.7
 10 or more hours	22	21.8


## General Health

Students were not required to answer every question.  
ST. ANTHONY-NEW BRIGHTON SCHOOLS (0282-01)  
2022, Grade 11

How would you describe your health in general?

	<u>Count</u>	<u>%</u>
 Excellent	14	15.4
 Very good	46	50.5
 Good	21	23.1
 Fair	8	8.8
 Poor	2	2.2

Weight status according to Body Mass Index (BMI)

	<u>Count</u>	<u>%</u>
 Not overweight or obese	62	79.5
 Overweight	8	10.3
 Obese	8	10.3

## **102 EQUAL EDUCATIONAL OPPORTUNITY**

### **I. PURPOSE**

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for disabled students.
- B. Students with disabilities are entitled to a free appropriate public education that includes general education, special education, and/or related aids and services. The district will provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met.
- C. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- D. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- E. Every school district employee shall be responsible for complying with this policy conscientiously.
- F. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.
- G. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to



participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- H. The school board hereby designates Wendy Webster (office is at 3301 Silver Lake Rd. NE, St. Anthony, MN 55418; phone is 612-706-1170; e-mail is [wwebster@stanthony.k12.mn.us](mailto:wwebster@stanthony.k12.mn.us) as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- I. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

### III. COORDINATOR

- A. Persons who have questions or comments should contact ~~Wilshire Park Principal, Kari Page; address—3600 Highest Rd., St. Anthony, MN 55418; telephone number—612 706 1201.~~ This person is the school district's Americans with Disabilities Act/Section 504 coordinator.

### IV. GRIEVANCE REPORTING PROCEDURE

- A. Refer to procedure 103.1- Grievance Procedure for Complaints of Discrimination

B. TITLE IX COORDINATOR  
Wendy Webster  
3303 33rd Ave NE  
St. Anthony, MN 55418  
612-706-1170  
[wwebster@isd282.org](mailto:wwebster@isd282.org)

SECTION 504 COORDINATOR  
~~Kari Page Hope Fagerland~~  
~~3600 Highest Rd NE 3303 33rd Ave~~  
Minneapolis, MN 55418  
~~612-706-1201~~ 612-706-1000  
~~[kpage@isd282.org](mailto:kpage@isd282.org)~~ [hfagerland@isd282.org](mailto:hfagerland@isd282.org)

- C. A student, parent, or employee can file a complaint with OCR at any time at:

**Office for Civil Rights**  
Chicago Office  
U.S. Department of Education  
John C. Kluczynski Federal Building  
230 S. Dearborn Street, 37th Floor  
Chicago, IL 60604  
Telephone: 312-730-1560  
Facsimile: (312) 730-1576  
Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)

- D. Students, parents, and employees may file a complaint of discrimination with:

**Minnesota Department of Human Rights**  
Griggs Midway Building  
540 Fairview Avenue North, Suite 201  
St. Paul, MN 55104  
Telephone: 1-800-657-3704 or (651) 539 1100  
Email: [Info.mdhr@state.mn.us](mailto:Info.mdhr@state.mn.us)

- E. Employees may file a complaint of discrimination with:

**Equal Employment Opportunity Commission**  
Towle Building  
330 South 2nd Avenue, Suite 720  
Minneapolis, MN 55401  
Telephone: (612) 552-7306  
Fax: (612) 335-4066  
TTY: 1-800-669-4000  
ASL Video Phone: 1-844-234-5122

This document provides general information and is not to be a substitute for legal advice. Changes in the law, including timelines for filing a complaint, may affect your rights.

## **V. RESOURCES:**

**Office for Civil Rights**  
Chicago Office  
U.S. Department of Education  
John C. Kluczynski Federal Building  
230 S. Dearborn Street, 37th Floor  
Chicago, IL 60604  
Telephone: 312-730-1560  
Facsimile: (312) 730-1576  
Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)

Reading Room, U.S. Department of Education, Office for Civil Rights:

<http://www2.ed.gov/about/offices/list/ocr/publications.html>

**Legal References:** Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)  
34 C.F.R. Section 104.7(b) (Section 504 of the Rehabilitation Act)  
34 C.F.R. Section 106.8(b) (Title IX of the Education Amendments of 1972)

***Cross References:*** MSBA/MASA Model Policy 402 (Disability  
Nondiscrimination) MSBA/MASA Model Policy 413  
(Harassment and Violence) MSBA/MASA Model Policy  
521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex  
Nondiscrimination)

## 504 STUDENT DRESS AND APPEARANCE

1. **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.
2. **GENERAL STATEMENT OF POLICY**
  - 2.1. 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).
  - 2.2. 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 students or others.
  - 2.3. There are two basic principles/rules that govern our dress code:
    - 2.3.1. Certain body parts must be covered for all students
    - 2.3.2. Genitals, buttocks, chest, and nipples must be fully covered by opaque fabric. This does not include cleavage, midriff, or shoulders as part of this standard.
      - 2.3.2.1. Students must wear
      - 2.3.2.2. A shirt with opaque fabric in the front, the back, and on the sides under the arms
      - 2.3.2.3. Pants/jeans/shorts or the equivalent
      - 2.3.2.4. Shoes or footwear
  - 2.4. Dress and grooming on a school location must be appropriate to the school setting and not be lewd\*, obscene\*, abusive\* related, or discriminatory.
    - 2.4.1. \*Lewd and Obscene is defined as follows:
      - 2.4.1.1. The average person, applying contemporary community standards, would find that the clothing taken as a whole appeals to the prurient interest of minors of like age;
      - 2.4.1.2. The clothing depicts or describes sexual conduct in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of like age, and
      - 2.4.1.3. The clothing taken as a whole lacks serious literary, artistic, political or scientific value for minors.
    - 2.4.2. \*Abusive is defined as insulting, contemptuous or defamatory.
      - 2.4.2.1. Wearing clothing that includes words or pictures which are obscene, vulgar, abusive, and discriminatory or which promote or advertise alcohol, chemical, tobacco, guns /weapons or any other product that is illegal for use by minors.
      - 2.4.2.2. Wearing clothing and other items or grooming in a manner that represents and/or promotes threat /hate groups, hate speech, or written or expressed language that creates a hostile or intimidating environment based on any protected class or consistently marginalized group
      - 2.4.2.3. Wearing of clothing or grooming that poses a threat to the health and safety of others.
      - 2.4.2.3;2.4.2.4. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.
  - 2.5. Students Cannot Wear:
    - 2.5.1.1. Any item that obscures the face, except as a religious observation or for medical reasons (no masks or face paint).

- 2.5.1.2. Any clothing that reveals visible undergarments (visible waistbands on undergarments or visible straps on undergarments worn under other clothing are allowed as long as the basic principles of dress and grooming are upheld).
- 2.5.1.3. No backpacks during the school day. Backpacks must be stored in locker during the school day.
- 2.6. 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.
- 2.7. ~~“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.~~

### 3. PROCEDURES

- 3.1. 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.
- 3.2. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/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.
- 3.3. 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.
- 3.4. Students may be asked to remove hats or hoods for educational or safety reasons

#### **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 Cmty. Sch. Dist.*, 110 F.3d 1303 (8 Cir. 1997)
- *D.B. ex rel. Brogdon v. Lafen*, 217 Fed.Appx. 518 (6 Cir. 2007)
- *B.W.A. v. Farmington R-7 Sch. Dist.*, 508 F.Supp.2d 740 (E.D. Mo. 2007) *Harper v. Poway Unified Sch. Dist.*, 545 F.Supp.2d 1072 (S.D. Cal. 2007) *Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007) *Lowry v. Watson Chapel Sch. Dist.*, 508 F.Supp.2d 713 (E.D. Ark. 2007) *Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D. N.C. 1999) *McIntire v. Bethel School, Indep. Sch. Dist. 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:**

- MSBA/MASA Model Policy 413 (Harassment and Violence) MSBA/MASA Model Policy 506 (Student Discipline) MSBA/MASA Model Policy 525 (Violence Prevention)

## **506 STUDENT DISCIPLINE**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

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

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

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

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

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

### **~~III.~~ III. DEFINITIONS**

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

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

#### **IV. POLICY**

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

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

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

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

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

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

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

#### **V. AREAS OF RESPONSIBILITY**

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be 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 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.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~to~~ prevent imminent bodily harm or death to the student or another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other



agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student ~~to~~ prevent bodily harm or death to the student or another.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

- 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
- 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
- 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

I.

**VI. STUDENT RIGHTS**

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

**VII. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of



decency and which is consistent with applicable school district policy;

- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

## **VIII. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
  - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
  - 2. The use of profanity or obscene language, or the possession of obscene materials;
  - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
  - 4. Violation of the school district's Hazing Prohibition Policy;
  - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  - 6. Violation of the school district's Student Attendance Policy;
  - 7. Opposition to authority using physical force or violence;
  - 8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
  - 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
  - 10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
  - 11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
  - 12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
  - 13. Violation of the school district's Weapons Policy;
  - 14. Violation of the school district's Violence Prevention Policy;
  - 15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to

be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Technology Acceptable Use and Safety Policy ;~~Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;~~
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **IX. RECESS AND OTHER BREAKS**

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;
2. the student's parent or guardian specifically consents to the use of recess detention; or
3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

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

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

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

## **XVII. DISCIPLINARY ACTION OPTIONS**

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

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

## **XVIII. REMOVAL OF STUDENTS FROM CLASS**

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the

student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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

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

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

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

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

C. School district discipline procedures will follow state statute.

[1]

## **~~XII~~. DISMISSAL**

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

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

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures provide alternative educational services before dismissal proceedings, pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

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

### C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
  - a. preschool or prekindergarten program, including an early childhood family education, 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 Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

#### D.C. 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.
- 
43. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
- 
54. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
- 
65. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days.~~The school administration shall implement alternative educational services when the suspension exceeds five (5) days.~~ Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified



instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.

- ~~76.~~ 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.
- ~~87.~~ After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, seek an alternative to suspension.
- ~~98.~~ A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
- ~~109.~~ 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.
- ~~1140.~~ 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.
- ~~1244.~~ 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.

~~ED.~~ Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe the non exclusionary discipline practices ~~alternative educational services~~ accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department

of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.



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

### **XIII. ADMISSION OR READMISSION PLAN**

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

### **XIV. NOTIFICATION OF POLICY VIOLATIONS**

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

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

~~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 student 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, alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution in response to the assault. The report must also include the student's age, grade, gender, race, and special education status.~~

### **XV. STUDENT DISCIPLINE RECORDS**

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

### **XVI. DISABLED STUDENTS[2]**

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.

## **XIVII. OPEN ENROLLED STUDENTS**

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

## **XVIII. DISCIPLINE COMPLAINT PROCEDURE**

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

The Discipline Complaint Procedure must, at a minimum:

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

## **XIXV. 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.

## **XXVI. REVIEW OF POLICY**

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.582 (Reasonable Force)  
Minn. Stat. §§ 121A.60-121A.61 (Removal from Class)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (Area Learning Center Organization)

Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)  
Minn. Stat. Ch.125A (Students with Disabilities)  
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)  
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Court Act)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

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

*(Sample Form)*

### **NOTICE OF SUSPENSION**

(Date)

(Name of Parent or Guardian)

(Address)

(City, State, Zip)

Dear (Parent or Guardian)

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

The grounds for suspension are:

Briefly, the facts that have been determined are:

The testimony received was:

An administrative conference to determine the above was conducted before

\_\_\_\_\_, at \_\_\_\_\_ on \_\_\_\_\_  
(Name of Administrator) (Time) (Date)

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

The plan of readmission is:

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

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

If you have any questions, please call.

Sincerely,

\_\_\_\_\_  
Administrator

Enc: Minn. Stat. §§ 121A.40-121A.56

Adopted: January 5, 2010

Revised: \_\_\_\_\_

**507 CORPORAL PUNISHMENT AND PRONE RESTRAINT**

**I. PURPOSE**

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a ~~of~~ students.

**II. GENERAL STATEMENT OF POLICY**

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student.

**III. DEFINITIONS**

1. "Corporal punishment" means conduct involving:

a. hitting or spanking a person with or without an object; or

b. unreasonable physical force that causes bodily harm or substantial emotional harm.

2. "Prone restraint" means placing a child in a face-down position.

**IV. PROHIBITIONS**

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

2. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.

3. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.

4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this

Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582.

~~shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.~~

### **III. EXCEPTIONS**

A teacher or school principal may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).

~~A teacher or school principal may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. Other school district employees, school bus drivers, or other agents of a school district may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.~~

### **IV. VIOLATION**

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

**Legal References:** Minn. Stat. § 121A.58 (Corporal Punishment)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)  
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 506 (Student Discipline)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 509

Revised: \_\_\_\_\_

Orig. 1995

Rev. 2023

## 509 ENROLLMENT OF NONRESIDENT STUDENTS

*[Note: The provisions of this policy substantially reflect statutory requirements.]*

### I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

### II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

### III. OPEN ENROLLMENT PROCESS

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of:  
(a) one percent of the total enrollment at each grade level in the school district;  
or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes, section 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

### IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with except that such term does

~~not include the exception of~~ a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

D. Application

The student and parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.



E. Lotteries

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 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 under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful

excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

**Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)  
Minn. Stat. § 121A.40-121A.56 (~~The~~ Pupil Fair Dismissal Act)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. § 124D.68 (Graduation Incentives Program)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 (Definitions)  
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)  
[18 U.S.C. 930, para. \(g\)\(2\) \(Definition of weapon\)](#)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 517 (Student Recruiting)