

Tuesday, October 17, 2023

Media Center 3303 33rd Ave NE St. Anthony, MN 55418

7:00 pm Work Session

WORK SESSION

Please click here to access work session.

Call to Order

Board Chair Ben Phillip

Approval of Agenda

Board Chair Ben Phillip

Teaching and Learning Report

Director of Teaching and Learning Andrew Hodges

The Director of Teaching and Learning will present an overview of the district's work in literacy; new teacher mentor program; curriculum review; district assessments; multilingual learning; and effective instruction.

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.

Approval of Minutes

Board Chair Ben Phillip

The recommended motion is to approve the minutes from the Tuesday, October 3, 2023 Regular Meeting per BoardBook, as presented.

Approval of Consent Agenda

Board Chair Ben Phillip

Discussion Item: Pre-Audit Budget Review Current Year Budget Update Controller Phan Tu The administration will present the 2022-2023 pre-audit budget as well as the 2023-2024 year-to-date budget update.

Discussion Item:

Equity Review and Comprehensive Needs Assessment Document

Superintendent Dr. Renee Corneille

In 2022 the school board hired the Center for Educational Leadership (CEL) to conduct an equity review of our school district. In addition, the district hired Dr. Tamika Fuller from Education Reform Enterprises (ERE) to conduct a Comprehensive Needs Assessment of instructional practices in classrooms. These two reviews/assessments produced recommendations for ISD282. The following document identifies the recommendations along with an assessment of where ISD282 is currently at in meeting those recommendations. This document has been created for the school board to discuss and determine priorities to district administration to accomplish and when. Furthermore, the school board will use this document to establish School Board Goals.

Discussion Item:

School Board Goals Draft

Superintendent Dr. Renee Corneille

Superintendent Corneille identified a few recommendations from CEL and the CNA for the school board to discuss as potential goals. Once the board determines their goals for the school year, the board chair and superintendent will plan the school board's professional development for the school year. This will be the first discussion regarding school board goals. The school board will continue to discuss potential goals at upcoming school board meetings.

Discussion Item:

Policy Work

School Board Member Mageen Caines

This is the second reading of policies 402; 513; 515; 516; 521; 532; and 534. The edits are from MSBA, Legislative updates and the policy committee.

Board Member Reports

School Board Chair Ben Phillip

Adjourn

School Board Chair Ben Phillip

Next Meeting(s):

Tuesday, October 24, 2023 – School Board Professional Development Wednesday, November 8, 2023 – Regular Meeting Tuesday, November 21, 2023 – Work Session

Teaching and Learning Update SANB School Board

October 17, 2023



Working with Purpose

I serve to increase the capacity of others to lead and guide students to be curious learners who work towards their goals and aspirations





T/L Staff

Jaimee Stanley

Literacy Coordinator

- Design and lead professional development for the self-selected literacy cohort aligned to RRR in the Science of Reading (SOR) PreK-12
- Design and lead professional development and provide ongoing support for K-5 teachers on the implementation and evaluation of universal screeners, progress monitoring, and curricular resources
- Develop and lead MTSS systems for literacy



Staff

Heidi Haagenson

New Teacher Mentor Program and Professional Development Focus areas for 23-24

- Lead and facilitate New Teacher Mentor Program
- Co-lead and co-design with the T&L Department district-wide, department-based professional development aligned with the district curriculum review process



Staff

Kari Bodurtha

Curriculum Review, Data, and District Assessments *Focus areas for 23-24*

- Develop, implement, and evaluate the leadership accountability model
- Develop, implement, and evaluate a balanced assessment model for students
- Develop, implement, and lead a curriculum resources and instructional programming review process



Staff

Jenny Kuykendall

Special Education Coordinator

- Lead special education team meetings with protocols and a structure for reviewing student data to make informed decisions
- Provide PD and coaching around interventions and gathering & analyzing relevant data
- Create structure/system of how to measure growth of IEP goals



Staff

Viviana Chavez Garcia

Multilingual Learning Coordinator

- Lead development and implementation of EL/ML Learning Progressions (at least 1 per EL/ML teacher) that are aligned with the 2020 WIDA Standards
- Lead EL/ML staff to collaborate with Gen Ed teachers to explicitly embed language acquisition practices in their learning progression and/or assessment system
- Lead EL/ML staff through a book study on gaining skills to better partner with gen ed teachers



Staff

Andrew Hodges

Director of Teaching and Learning

- Collaborate on the creation of the Teacher Evaluation model
- Create and lead Summer School Programming
- Co-lead and co-design with the T&L Department district-wide, department-based professional development aligned with the district curriculum review process
- Lead the design of the CTE Pathways system
- Lead and co-design the MTSS process for academics, SEL, and student mental health
- Implement and progress monitor the MTSS process at each site for each area
- Lead the evaluation of current policies relating to credits and graduation (600)
- ADSIS, Title, and Achievement/Integration progress monitoring and reporting



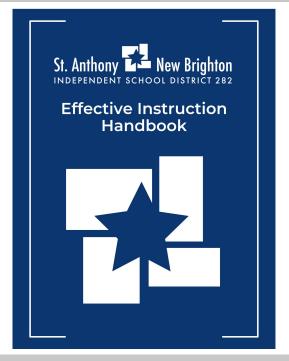
Teaching and Learning 23-24 Priority Work

- Effective Instruction Rigor Implementation
- Curriculum Review Literacy, ML, Science
- New Teacher Mentor Program
- Teacher Evaluation Connections to RRR
- Data and Assessments
- Instructional Technology (including grading/reporting)
- MTSS K-8 SEL and K-5 Literacy



Rigor Implementation

- Professional Learning Days
 - Oct. 18 (A-D), Feb. 19 (E-F), April 26 (F+)
 - Focus on Rigor Implementation
 - Feedback and Development
 - Curriculum Map (Core 4)
 - Anchor Standards, ELTs, Learning Progressions, Performance Tasks
 - Directly in-line with CNA Recommendations
 - Support In-Between PD Days
 - Collaboration with Leadership Teams





Curriculum Review - Literacy, ML, Science

- Updated Process
 - In line with RRR Implementation
 - Focus on all Instructional Resources
 - Tier 1 (All Students)
 - Tier 2 (Acceleration Supports)
 - Curriculum Costs rising



New Teacher Mentor Program

• 38 Teachers in the Program

24 New Staff

18 Content Mentors





Teacher Evaluation Connections to RRR

- Work to align our teacher development and evaluation model with our Framework for Effective Teaching and Learning (RRR)
- Review of CNA Observation Tools for alignment
- Goal: Process that is focused on instructional development and classroom teaching



Data and Assessments

- Implementing new MTSS Data Systems to create a culture of data informed practices
 - Benchmark Data via FastBridge K-10
 - Assessments completed w/in first three weeks of school
 - Data Teams Gather
 - Plan from Data
 - Incorporate other data componer
 - SEL, Behavior, Attendance, etc



-EMOTIONAL LEARNIN

Tier 3

Targeted

Tier 1

Universal

ATTENDANCE

BEHAVIOR

Instructional Technology (including grading/reporting)

- Continue review of classroom and assessment instructional technology
- Review of classroom technology for learning (in collaboration with Tech Dept.)
 - Regular T/L meetings with Dennis Beekman and Jess Mattson
- Review of Feedback and Grading Programs
 - Alignment to Proficiency Based Learning
 - Collaboration with teachers



MTSS - K-8 SEL and K-5 Literacy

- Tier 1
 - SEL
 - Select SEL Curriculum
 - BARR Grant at WP
 - Literacy (Literacy Team and Cohort)
 - Selection of best practices and Curriculum
- Tier 2
 - Plan for toolkit
 - Review supports now and supports needed

Literacy at St. Anthony-New Brighton Schools

VISION: Literacy is a vital skill for students to succeed. When students can make meaning out of text, doors can open for students to be able to think critically, build knowledge, advocats for themselves and others, communicate effectively, engage in communities, and pursue ambitions. With these skills, students can confidently pursue their lifelong ambitions.

PROFESSIONAL LEARNING: For students to master literacy skills, it's essential that teachers are knowledgeable, equipped, and supported to be able to teach kids how to read. Instruction in all disciplines and grade levels must embed instruction for all students to read, write, and comprehend.

	Literacy 101 & 102 Cohort	Literacy Team
Purpose	1. To participate in in-depth professional development dedicated to iteracy instruction 2. To implement best practices for literacy instruction and receive feedback and coaching	To build a plan for what literacy at SANB looks, feels and sounds like. To use our knowledge from our shared PD to inform and lead literacy systems at SANB
Perticipents	Any K-12 teacher is welcome to participate. (Maximum capacity: 30 participants)	Literacy Team Members must participate in Literacy 101 and 102. The Team will consist of representatives from every grade K-8, Special Education, EL/ML, and Interventionists.
Time Commitment	2-year commitment beginning Bummer 2023 - <u>Literact 101</u> - Wind meet twice during Bummer 2023 every and once during Summer 2024, during the action lyner, and once during Summer 2024. Alweing thms will be determined ence the group is formed. - <u>Literact 102</u> - Dates and trives for Literacy 102 will be determined tater.	 2-year commitment beginning Summer 2023 We will meet for 2-base mosthly starting in the sommer of 2023. Musting times will be determine once the group is formed.
Topics of Discussion or Learning	Literacol 2011: Anthony Mining Maximum Section Mining Maximum Section Mining Maximum Section Mining Maximum Section Mining Mining	As a team, we will collaboratively create a list of priorities, but possible topics of work include: • borned and a flagments • learning Progression • Jamming Progression • Jammi
Compensation	\$2,000 upon completion of both courses and evidence of mastery	\$2,000 stipend/year



CTE and Pathways

- 916 Enrollment
 - o 2022-23 4 Students
 - o 2023-24 18 Students
- Transportation!



• SAVHS - Career Trees and Career Pathways



Questions?

Thank you!



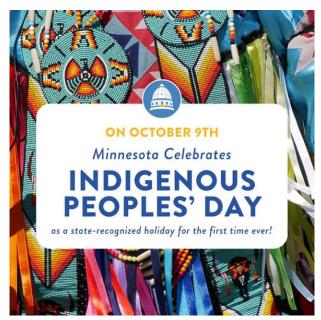


Superintendent Report October 17, 2023 from Dr. Renee Corneille Superintendent of St. Anthony - New Brighton Schools

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.

Safe Routes to School Survey

SANB is creating a safe routes to school plan for our district. The last one the district created was in 2014 and it helped the city, county and state understand the roadway and sidewalk issues within the community. Parents/guardians are providing feedback via a survey sent out last week in the Brighter Bulletin addressing traffic intersection issues in our community.



Indigenous People's Day was on Monday, Oct. 9

This was the first Minnesota <u>state-recognized celebration</u> of Indigenous Peoples Day. Prior to this year, the state celebrated this day only as a proclaimed holiday.



Minnesota Association of School Administrators

Superintendent Corneille and Teaching and Learning Coordinator Heidi Haagenson present at MASA.

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

Regular Meeting –Tuesday, October 3, 2023

MINUTES

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

<u>Staff Present</u>: Superintendent <u>Dr. Renee Corneille</u>; and Executive Director of Academics <u>Hope</u> <u>Fagerland</u>

The Regular Meeting was called to order at 7:01 p.m. by School Board Chair Ben Phillip

APPROVAL OF THE AGENDA

A motion was made by Cassandra Palmer and seconded by Laura Oksnevad to approve the October 3, 2023 Regular Meeting agenda, as presented. <u>The motion carries 5-0.</u>

SAVHS STUDENT GROUPS

SAVHS student lead groups; HOSA - Future Health Professional and MSA - Muslim Students Association; presented their goals for the upcoming school year and beyond.

STUDENT SERVICES REPORT

Executive Director of Academics, Hope Fagerland, provided an overview of the district's students services, highlighting the new classroom space at the secondary building.

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. Congratulations to SAVHS students Meghan and Cooper receiving the 2024 Commended Student National Merit Scholarship; Director of Athletics and Activities Dr Troy Urdahl's book 'Chasing Influence'; and noted an upgrade to the walls near the commons at the secondary building.

APPROVAL OF MINUTES

A motion was made by Mageen Caines and seconded by Mike Overman to approve the minutes from the September 19, 2023 Regular and Work Meeting, as presented. <u>The motion carries 6-0.</u>

APPROVAL OF CONSENT AGENDA

A motion was made by Laura Oksnevad and seconded by Leah Slye to approve the October 3, 2023 Consent Agenda, as presented. <u>The motion carries 6-0.</u>

<u>ACTION</u>

1. Assurance of Compliance

All school districts must complete the Assurance of Compliance with state and federal law and verify Mandated Reporting training by November 15 each year.

By submitting the Assurance of Compliance, the district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statutes, section 127A.42, subdivision 3, and agreements made in this assurance. This assurance is binding on the district and the persons who are authorized to submit information on behalf of the district.

A motion was made by Mike Overman and seconded by Cassandra Palmer to approve the annual MDE Assurance of Compliance and Mandated Reporting, as presented. <u>The motion carries 6-0.</u>

2. <u>District Office Contracts</u>

The District Account and the Human Resources Coordinator / School Board Clerk contracts ended June 30, 2023. Superintendent Corneille and Executive Director of Human Resources Dr. Tim Anderson met to negotiate with each of the stated employees.

A motion was made by Leah Slye and seconded by Laura Oksnevad to approve the 2023-2025 contracts for the District Accountant and the Human Resource Coordinator/School Board Clerk, as presented. <u>The motion carries 6-0</u>.

3. Success Metric Goals 2023-2024

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 Laura Oksnevad and seconded by Mageen Caines to approve the 2023-2024 success metrics goals, as presented. <u>The motion carries 6-0.</u>

4. <u>Policies</u>

This was the final reading of policies: 102; 406; 418; 419; 424; 425; 427; 504; 506; 507; 509; 708; 709; and 806.

A motion was made by Laura Oksnevad and seconded by Cassandra Palmer to approve the aforementioned policies, as presented. <u>The motion carries 6-0.</u>

DISCUSSION

1. October 1 Enrollment

District administration presented the current enrollment data as of September 30, 2023.

2. <u>Legislative Proposal</u>

MSBA members are encouraged to propose legislative resolutions to the Delegate Assembly for the upcoming legislative session. Resolutions are the first step to developing MSBA's official positions on important educational issues. Each resolution is researched and voted on by the membership at the Delegate Assembly. Once adopted, these policies guide the MSBA Government Relations team as they represent you at the Legislature. Resolutions should cover any education topic of significant statewide concern and address desired legislative outcomes. Resolutions are not legislation.

5. Policy Work

This was the first reading of policies: 402; 513; 515; 516.5; 521; 532; and 534. The edits are from MSBA, Legislative updates and the policy committee.

Board Member Reports

School Board members attended the following meetings and events: SAMS curriculum night; volleyball; tennis; football; MSBA coffee & conversation; AIPAC; policy & legislation; levy forums; NE Metro 916; City Council; MSBA advocacy tour; scope & sequence; swim & dive; AMSD; MSBA Morris Leatherman; and community conversations.

<u>Adjourn</u>

The Regular Meeting of October 3, 2023 was adjourned at 9:10 pm. Signed: Mageen Caines - School Board Clerk Attest: Kim Lannier



SCHOOL BOARD CONSENT AGENDA

October 17, 2023

<u>PRESENTER(S)</u>: School Board Chair <u>SCHOOL BOARD CHAIR'S RECOMMENDATION (in the form of a motion)</u>:"...to approve the *Consent Agenda*.

1. Personnel

a. Hire(s)

Last Name	First Name	Position	School	Date Effective			
Dopkins	Heather	Building Supervisor	Supervisor Community Services October 7, 2023				
Labandz	Rick	Custodian	Community Services	October 16,2023			

b. Leave(s)

Last Name	First Name	Position	School	Date Effective		
Freund	Taylor	District Staff Accountant	District	April - June 2024		

c. Resignation(s)

Last Name	First Name	Position	School	Date Effective
Sendolo	Teddy	SpEd Paraprofessional	SAMS	October 6, 2023

2. Payment of Bills Checks Paid - October 6, 2023

General Fund	\$240,346.95
Food Service Fund	\$66,957.03
Transportation Fund	\$15,328.92
Community Service Fund	\$17,449.87
Capital Expenditure Fund	\$79,470.50
Agency Fund	\$4,000.00
Trust Fund	\$2,059.98
Student Activities	\$2,059.98

TOTAL:

\$ 430,107.78

FUND 01 PROGRAM:	GENERAL FUND ADMINISTRATION							
1,791.96 ADM	DESCRIPTION		EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET		\$ DIFFERENCE	% CHANGE
100'S	SALARIES AND WAGES	\$	884,684	ć	920,698		(36,014)	<u>// CHANGE</u>
200'S	EMPLOYEE BENEFITS	\$ \$	269,506		373,443	\$	(103,937)	
200'S	PURCHASED SERVICES	ې د	121,596		48,900		72,696	
400'S	SUPPLIES AND MATERIALS	ې د	20,174	ې \$	48,500		4,376	
400 S 500'S	CAPITAL EXPENDITURES	ې د	20,174	ې خ	13,790	ş Ş	4,370	
800'S	OTHER EXPENDITURES	ې د	- 16,605	\$ \$	23,465	\$ \$	- (6,860)	
800 3	TOTAL ADMINISTRATION BUDGET	ş S	1,312,564	\$	1,382,304	ې د	(69,740)	-5.0%
		Ş	1,312,304	Ş	1,382,304	ې	(09,740)	-3.0%
PROGRAM:	DISTRICT SUPPORT SERVICES							
<u>OBJECT</u>	DESCRIPTION		EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET	-	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$	235,133	\$	378,732	\$	(143,598)	
200'S	EMPLOYEE BENEFITS	\$	47,990	\$	109,769	\$	(61,779)	
300'S	PURCHASED SERVICES	\$	425,695	\$	238,900	\$	186,795	
400'S	SUPPLIES AND MATERIALS	\$	89,156	\$	77,823	\$	11,333	
500'S	CAPITAL EXPENDITURES	\$	-	\$	-	\$	-	
800'S	OTHER EXPENDITURES	\$	(3,935)	\$	613	\$	(4,548)	
	TOTAL DISTRICT SUPPORT SERVICES	\$	794,039	\$	805,836	\$	(11,798)	-1.5%
PROGRAM:	REGULAR INSTRUCTION							
OBJECT	DESCRIPTION		EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET		\$ DIFFERENCE	
100'S	SALARIES AND WAGES	\$	7,653,095	ć	8,343,507		(690,412)	<u>% CHANGE</u>
200'S	EMPLOYEE BENEFITS	э ¢	2,741,302		2,903,191		(161,888)	
300'S	PURCHASED SERVICES	Ś	499,555	\$	2,303,131 284,271		215,284	
400'S	SUPPLIES AND MATERIALS	ś	150,287		141,977		8,309	
500'S	CAPITAL EXPENDITURES	Ś	13,307	\$		Ś	13,307	
800'S	OTHER EXPENDITURES	\$	19,151	\$	16,720	\$	2,431	
	TOTAL REGULAR INSTRUCT BUDGET	\$	11,076,698	\$	11,689,667	\$	(612,968)	-5.2%
PROGRAM:	SPECIAL ED INSTRUCTION							
<u>OBJECT</u>	DESCRIPTION		EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET		<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$	2,479,148		2,202,605		276,543	
200'S	EMPLOYEE BENEFITS	\$	971,711		972,402		(692)	
300'S	PURCHASED SERVICES	Ş	328,531		89,966	\$	238,565	
400'S	SUPPLIES AND MATERIALS	Ş	72,635	\$	38,857		33,778	
500'S	CAPITAL EXPENDITURES	Ş	-	\$	1,534	\$	(1,534)	
800'S	OTHER EXPENDITURES	\$	44,105	Ş	41,702	Ş	2,403	

	TOTAL SPECIAL ED BUDGET	c	3,896,130	c	3.347.067	c	549.063	16.4%
	TOTAL SPECIAL ED BODGET	Ş	3,890,130	Ş	3,347,067	Ş	549,063	10.4%
PROGRAM:	INSTRUCTIONAL SUPPORT SERVICES							
OBJECT	DESCRIPTION		EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET	-	<u>\$ DIFFERENCE</u>	% CHANGE
100'S	SALARIES AND WAGES	\$	826,296	\$	837,333	\$	(11,037)	
200'S	EMPLOYEE BENEFITS	\$	311,380	\$	291,906	\$	19,474	
300'S	PURCHASED SERVICES	\$	117,298	\$	128,650	\$	(11,352)	
400'S	SUPPLIES AND MATERIALS	\$	19,957	\$	16,052	\$	3,904	
500'S	CAPITAL EXPENDITURES	\$	-	\$	-	\$	-	
800'S	OTHER EXPENDITURES	\$	35	\$	-	\$	35	
	TOTAL INSTRUCTIONAL SUPPORT	Ş	1,274,965	Ş	1,273,942	Ş	1,024	0.1%
PROGRAM:	PUPIL SUPPORT SERVICES							
<u>OBJECT</u>	DESCRIPTION		EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET	-	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$	567,695	\$	356,674	\$	211,021	
200'S	EMPLOYEE BENEFITS	\$	214,524	\$	175,810	\$	38,714	
300'S	PURCHASED SERVICES	\$	39,948	\$	11,964	\$	27,984	
400'S	SUPPLIES AND MATERIALS	\$	48,677	\$	62,526	\$	(13,849)	
500'S	PURCHASED SERVICES	\$	-	\$	-	\$	-	
800'S	SUPPLIES AND MATERIALS	\$	3,267	\$	-	\$	3,267	
	TOTAL PUPIL SUPPORT SUPPORT	Ş	874,112	Ş	606,975	Ş	267,137	44.0%
PROGRAM:	SITES AND BUILDINGS							
OBJECT	DESCRIPTION		EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET	-	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	Ş	816,770		834,640		(17,870)	
200'S	EMPLOYEE BENEFITS	Ş	282,205	\$		\$	10,926	
300'S	PURCHASED SERVICES	Ş	505,215	\$	485,948	\$	19,267	
400'S	SUPPLIES AND MATERIALS	Ş	299,854	Ş	234,104	\$	65,750	
500'S	CAPITAL EXPENDITURES	Ş	-	Ş	-	Ş	-	
800'S	OTHER EXPENDITURES	Ş	2,261	Ş	4,062	Ş	(1,801)	
	TOTAL SITES AND BUILDINGS	Ş	1,906,305	Ş	1,830,033	Ş	76,272	4.2%
PROGRAM:	FISCAL AND OTHER FIXED COSTS							
			EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET		\$ DIFFERENCE	
<u>OBJECT</u> 200'S	DESCRIPTION WORK COMP AND PROP INSURANCE	Ş	<u>EXPENDITORES AS OF 6/30/25</u> 339,135	¢	315,000		24,135	<u>% CHANGE</u> 7.7%
200 3	TOTAL GENERAL FUND BUDGET	ې د	21,473,949		21,250,822		223,127	1.0%
	I UTAL GENERAL FUND DUDGET	Ş	21,473,949	Ş	21,230,822	Ş	223,127	1.0%

FUND 02	FOOD SERVICE							
<u>1,791.96 ADM</u>	DESCRIPTION		EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET		<u>\$ DIFFERENCE</u>	<u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$	367,043	\$	369,574	\$	(2,532)	
200'S	EMPLOYEE BENEFITS	\$	115,822	\$	153,286	\$	(37,464)	
300'S	PURCHASED SERVICES	\$	74,434	\$	62,884	\$	11,550	
400'S	SUPPLIES AND MATERIALS	\$	503,251	\$	343,267	\$	159,984	
500'S	CAPITAL EXPENDITURES	\$	-	\$	5,624	\$	(5,624)	
800'S	OTHER EXPENDITURES	\$	1,855	\$	2,548	\$	(693)	
	TOTAL FOOD SERVICE BUDGET	\$	1,062,404	\$	937,183	\$	125,221	13.4%
FUND 03	TRANSPORTATION							
<u>OBJECT</u>	DESCRIPTION		EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET		<u>\$ DIFFERENCE</u>	<u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$	111,522	\$	74,452	\$	37,071	
200'S	EMPLOYEE BENEFITS	\$	41,926	\$	27,334	\$	14,592	
300'S	PURCHASED SERVICES	\$	1,115,875	\$	1,266,176	\$	(150,301)	
400'S	SUPPLIES AND MATERIALS	\$	5,964	\$	5,318	\$	646	
500'S	CAPITAL EXPENDITURES	\$	11,828	\$	-	\$	11,828	
	TOTAL TRANSPORTATION	\$	1,287,115	\$	1,373,280	\$	(86,165)	-6.3%
FUND 04	COMMUNITY SERVICES							
<u>OBJECT</u>	DESCRIPTION		EXPENDITURES AS OF 6/30/23		2022-23 ADOPTED BUDGET		<u>\$ DIFFERENCE</u>	<u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$	1,076,854		,	\$	154,897	
200'S	EMPLOYEE BENEFITS	\$	256,127	\$	260,462	Ş	(4,335)	
300'S	PURCHASED SERVICES	Ş	209,102	Ş	256,292	Ş	(47,190)	
400'S	SUPPLIES AND MATERIALS	Ş	78,744	\$	68,951	Ş	9,794	
500'S	CAPITAL EXPENDITURES	Ş	721	Ş	2,000	Ş	(1,279)	
800'S	OTHER EXPENDITURES	Ş	1,554	Ş	2,500	Ş	(946)	
	TOTAL COMMUNITY SERVICES BUDGET	\$	1,623,103	Ş	1,512,163	Ş	110,940	7.3%

FUND 05	CAPITAL				
<u>OBJECT</u>	DESCRIPTION	EXPENDITURES AS OF 6/30/23	2022-23 ADOPTED BUDGET	<u>\$ DIFFERENCE</u>	<u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$ 11,092	\$ 138,210	\$ (127,118)	
200'S	EMPLOYEE BENEFITS	\$ 4,866	\$ 71,514	\$ (66,648)	
300'S	PURCHASED SERVICES	\$ 481,098	\$ 359,332	\$ 121,766	
400'S	SUPPLIES AND MATERIALS	\$ 186,285	\$ 113,330	\$ 72,955	
500'S	CAPITAL EXPENDITURES	\$ 1,806,430	\$ 1,819,425	\$ (12,995)	
800'S	OTHER EXPENDITURES	\$ -	\$ 1,500	\$ (1,500)	
	TOTAL CAPITAL BUDGET	\$ 2,489,772	\$ 2,503,311	\$ (13,539)	-0.5%
FUND 06	CAPITAL				
<u>OBJECT</u>	DESCRIPTION	EXPENDITURES AS OF 6/30/23	2022-23 ADOPTED BUDGET	<u>\$ DIFFERENCE</u>	<u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$ -	\$ -	\$ -	
200'S	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	
300'S	PURCHASED SERVICES	\$ 1,800	\$ -	\$ 1,800	
400'S	SUPPLIES AND MATERIALS	\$ -	\$ -	\$ -	
500'S	CAPITAL EXPENDITURES	\$ 7,933	\$ -	\$ 7,933	
800'S	OTHER EXPENDITURES	\$ -	\$ -	\$ -	
	TOTAL CAPITAL BUDGET	\$ 9,733	\$ -	\$ 9,733	100.0%

	St. Anthony	- New Brighton IS		FUND BALANC 96 ADM	E SUMMARY (U	NAUDITED)		
	Nonspendable A	Assigned B	Committed C	Restricted D	Unassigned E	E F (A+B+C+D+E) G \$18,862,555 \$20,787,912 \$2,456,385 \$18,906,567 \$21,473,949 \$2,489,772 \$2,599,928 \$6,953,592 \$2,584,581	Capital	Transportation H
Estimated Revenues	\$639	\$789,263	\$33,264	\$1,102,192	\$18,862,555		\$1,471,573	
Estimated Expenditures	\$0	\$1,346,715	\$33,264	\$1,187,403	\$18,906,567	\$21,473,949	\$2,489,772	\$1,287,115
Fund Balance 7/1/22	\$3,460	\$2,919,786	\$747,868	\$682,551	\$2,599,928	\$6,953,592	\$2,584,581	\$493,679
Estimated Fund Balance 6/30/23	\$4,099	\$2,362,334	\$747,868	\$597,339	\$2,555,915	\$6,267,556	\$2,551,195	\$678,137
Projected Surplus (Deficit)	\$639	-\$557,452	\$0	-\$85,211	-\$44,012	-\$686,037	-\$33,386	\$184,458

EXPLANATION OF COLUMNS

Nonspendable = Amounts that cannot be spent due to form such as inventories and prepaid amounts.

Assigned = Money received that has a designation of how it is spent. Severance, vacation, sick, and OPEB, federal, integration

Committed = Amounts constrained for a specific purpose by the district using the highest level of decision making authority. Capital and technology and curriculum

Restricted = Available resources deidcated by statute for specific purposes. Staff Development, Gifted & Talented, Career & Tech, etc.

Unassigned = Money that has no specific designation on how it is spent.

Reserved Capital = Includes operating capital, LTFM, and capital projects levy. Referred to as Fund 05.

Transportation = Busing to bring children to and from school. Does not include most activities/athletic/field trip transportation. Referred to as Fund 03

Total General State Reporting Unappropriated = Column used to identify where we would be for SOD purposes

Food Service = All financial activities of our food service program. Fund 02

Community Services = All function related to our community services program. Fund 04

Building Construction = Funds for building construction projects. Fund 06

Debt Service = Records outstanding indebtedness. Fund 07

Trust = District acts as trustee, in our case used for scholarships. Fund 08

Agency = Formal agency agreements with other gov't units, employees, students. Examples are SANBE and Patriots. Fund 09

Internal Service = Self insurance program. Fund 20

Student Activities = Resources for student activities. Donations, fundraising and expenditures for student led activities. Fund 25

	St. Aı	nthony - New	Brighton ISD	282 FY2022- 1,79	23 FUND B 91.96 ADM	ALANCE SU	JMMARY (U	NAUDITEI))		
	Food Service I	Community Services J	Building Construction K	Debt Service L	Trust Fund M	Agency Fund N	Internal Service O	Student Activities P	OPEB Trust Q	OPEB Debt R	ALL FUNDS TOTAL
Estimated Revenues	\$1,108,466	\$1,720,713	\$4,262	\$2,306,091	\$66,121	\$65,571	\$151,122	\$184,459	\$8,493	\$0	\$30,331,168
Estimated Expenditures	\$1,062,404	\$1,623,103	\$9,733	\$5,328,474	\$46,000	\$65,571	\$166,004	\$211,302	\$86,963	\$0	\$33,850,389
Fund Balance 7/1/22	\$435,072	\$1,142,402	\$21,835	\$3,657,024	\$56,430	\$0	\$206,587	\$175,780	\$1,283,656	\$81,028	\$17,091,667
Estimated Fund Balance 6/30/23	\$481,134	\$1,240,013	\$16,364	\$634,641	\$76,551	\$0	\$191,705	\$148,936	\$1,205,186	\$81,028	\$13,572,446
Projected Surplus (Deficit)	\$46,062	\$97,611	-\$5,471	-\$3,022,383	\$20,121	\$0	-\$14,882	-\$26,844	-\$78,470	\$0	-\$3,519,221

EXPLANATION OF COLUMNS

Nonspendable = Amounts that cannot be spent due to form such as inventories and prepaid amounts.

Assigned = Money received that has a designation of how it is spent. Severance, vacation, sick, and OPEB, federal, integration

Committed = Amounts constrained for a specific purpose by the district using the highest level of decision making authority. Capital and technology and curriculum

Restricted = Available resources deidcated by statute for specific purposes. Staff Development, Gifted & Talented, Career & Tech, etc.

Unassigned = Money that has no specific designation on how it is spent.

Reserved Capital = Includes operating capital, LTFM, and capital projects levy. Referred to as Fund 05.

Transportation = Busing to bring children to and from school. Does not include most activities/athletic/field trip transportation. Referred to as Fund 03

Total General State Reporting Unappropriated = Column used to identify where we would be for SOD purposes

Food Service = All financial activities of our food service program. Fund 02

Community Services = All function related to our community services program. Fund 04

Building Construction = Funds for building construction projects. Fund 06

Debt Service = Records outstanding indebtedness. Fund 07

Trust = District acts as trustee, in our case used for scholarships. Fund 08

Agency = Formal agency agreements with other gov't units, employees, students. Examples are SANBE and Patriots. Fund 09

Internal Service = Self insurance program. Fund 20

Student Activities = Resources for student activities. Donations, fundraising and expenditures for student led activities. Fund 25

FY 2022-23 FUND BALANCE DETAIL (UNAUDITED)

					eral Fund (0	G		
2022-23 Ending Fu Balar	!	2022-23 Expenditure		2022-23 Revenue	Balance @ 7/01/2022	Fui	Fund Balance Description	1,791.96 ADM
F00.2	ć				500 277	ć		A sei sus si
590,3	\$	200.000			590,377	Ş	Severance, Vacation & Sick	Assigned
200,00		300,000			500,000		COVID-19 Response	Assigned
650,00		200,000		200.914	850,000		SPED and Federal Programs	Assigned
-		309,814		309,814	-		Federal Special Ed Grant	Assigned
-		10,464		10,464	-		ECSE Federal grant	Assigned
-		125,439		125,439	-		Title I	Assigned
-		51,445		51,445	-		Title II	Assigned
-		23,363		23,363	-		Title III	Assigned
332,55					332,550		Equity and Instruction	Assigned
114,09		14,616			128,709		WMEP for Integration	Assigned
300,00					300,000		ADSIS	Assigned
		307,324		263,308	44,016		Achievement & Integration	Assigned
7,73		4,250		5,430	6,532		Device Insurance	Assigned
57,60					57,602		District Technology	Assigned
110,00	_		_		110,000	_	Legal	Assigned
2,362,33	\$	1,346,715	\$	789,263	2,919,786 \$	Ş	Assigned Fund Balance Subtotal	
-	\$	35,930	\$	35,930	-	\$	Career and Tech	Restricted
1,76		276,259	\$	276,259	1,762		Compensatory/EL/Basic Skills	Restricted
-		25,729	\$	25,729			Gifted & Talented	Restricted
-		362,030	\$	362,030			Learning & Development	Restricted
208,10		378,347	\$	271,879	314,569		Staff Development	Restricted
157,99		70,861	\$	70,861	157,994		Safe Schools	Restricted
16,68		13,615	\$	10,000	20,300		Endowment	Restricted
198,13		14,398	\$	45,696	166,816		SPED Medical Assistance	Restricted
3,71		94	\$	3,808	-		Angel Fund	Restricted
10,97		10,140			21,110		Athletic Trainer	Restricted
597,33	\$	1,187,403	\$	1,102,192	682,551 \$	\$	Restricted Fund Balance Subtotal	
581,04		-		-	581,046		Capital	Committed
133,55		33,264		-	166,822		Technology and Curriculum	Committed
33,20				33,264			SAVHS Media Center Audio/Video System	Committed
747,80	ć	33,264	Ś	33,264	747,868 \$	Ś	Committed Fund Balance Subtotal	

FY 2022-23 FUND BALANCE DETAIL (UNAUDITED)

	General Fund (01)												
Unassigned	Gen Ed	\$	2,599,928	\$	16,026,649	\$	13,736,809	\$	4,889,768				
Unassigned	State Aid Special Education				1,410,454		3,480,368		(2,069,914)				
Unassigned	Federal COVID Relief - Special Education				98,296		98,296		-				
Unassigned	Q comp				451,822		451,822		-				
Unassigned	Student Fees Athletics/Activities				236,110		810,231		(574,121)				
Unassigned	Draw from OPEB Trust				86,713				86,713				
Unassigned	Federal COVID Relief				329,041		329,041		-				
Unassigned	Other Misc Revenue				224,108				224,108				
	Unassigned Fund Balance Subtotal	\$	2,599,928	\$	18,863,193	\$	18,906,567	\$	2,556,554				
	General Fund (01) Total Fund Balances	\$	6,950,132	\$	20,787,912	\$	21,473,949	\$	6,264,095				

	Transportation Fund (3)												
Fund Balance	Fund Balance Description		Fund Balance @ 7/01/2022		2022-23 Revenue		2022-23 Expenditure		2022-23 Ending Fund Balance				
Transportatior	Regular Transportation	¢	493,679		639,589	Ś	492.809	¢	640,460				
Transportation	5	•				\$	794,306	Ļ	-				
Transportation			-		13,816	, \$	-		13,816				
Transportation	Out of District Transportation		-		23,861	\$	-		23,861				
	Transportation Fund Balance Subtotal	\$	493,679	\$	1,471,573	\$	1,287,115	\$	678,137				

Capital Fund (5)										
Fund Dalama		und Balance @	2022 22 5	2022 22 5	2022-23 Ending Fund					
Fund Balance	Fund Balance Description	7/01/2022	2022-23 Revenue	2022-23 Expenditure	Balance					
Reserved Capital	Capital Projects Levy \$	1,196,730	861,324	1,044,385	1,013,669					
Reserved Capital	Operating Capital	1,107,338	843,578	859,334	1,091,582					
Reserved Capital	Long Term Facilities Maintenance	280,513	751,483	586,052	445,944					
	Capital Fund Balance Subtotal \$	2,584,581 \$	2,456,385 \$	2,489,772	2,551,195					

FUND 01 GENERAL FUND PROGRAM: ADMINISTRATION

			EXPENDITURES			EXPENDITURES	
OBJECT	DESCRIPTION	2023-24 BUDGET	AS OF 9/30/2023	<u>% SPENT</u>	2022-23 BUDGET	AS OF 9/30/2022 % S	SPENT
100'S	SALARIES AND WAGES	\$ 865,156	\$ 210,207		\$ 920,698	\$ 196,722	
200'S	EMPLOYEE BENEFITS	\$ 314,077	\$ 64,480		\$ 373,443	\$ 63,804	
300'S	PURCHASED SERVICES	\$ 49,155	\$ 2,757		\$ 48,900	\$ 6,074	
400'S	SUPPLIES AND MATERIALS	\$ 26,599	\$ 14,335		\$ 15,798	\$ 11,878	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 24,211	\$ 15,842		\$ 23,465	\$ 16,157	
	TOTAL ADMINISTRATION BUDGET	\$ 1,279,198	\$ 307,621	24%	\$ 1,382,304	\$ 294,634	21%

PROGRAM: DISTRICT SUPPORT SERVICES

			EXPENDITURES			EXPENDITURES	
OBJECT	DESCRIPTION	2023-24 BUDGET	<u>AS OF 9/30/2023</u>	<u>% SPENT</u>	2022-23 BUDGET	AS OF 9/30/2022 %	SPENT
100'S	SALARIES AND WAGES	\$ 288,307	\$ 76,438		\$ 378,732	\$ 70,784	
200'S	EMPLOYEE BENEFITS	\$ 83,448	\$ 20,418		\$ 109,769	\$ 13,571	
300'S	PURCHASED SERVICES	\$ 472,556	\$ 78,688		\$ 238,900	\$ 73,233	
400'S	SUPPLIES AND MATERIALS	\$ 51,028	\$ 31,921		\$ 77,823	\$ 21,903	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 526	\$ 2,564		\$ 613	\$ 110	
	TOTAL DISTRICT SUPPORT SERVICES	\$ 895,865	\$ 210,028	23%	\$ 805,836	\$ 179,601	22%

PROGRAM: REGULAR INSTRUCTION

			EXPENDITURES			EXPENDITURES		
OBJECT	DESCRIPTION	2023-24 BUDGET	<u>AS OF 9/30/2023</u>	<u>% SPENT</u>	<u>2022-23 BUDGET</u>	AS OF 9/30/2022	<u>% SPENT</u>	
100'S	SALARIES AND WAGES	\$ 8,229,189	\$ 748,185		\$ 8,343,507	\$ 687,685		
200'S	EMPLOYEE BENEFITS	\$ 2,946,370	\$ 283,911		\$ 2,903,191	\$ 263,162		
300'S	PURCHASED SERVICES	\$ 438,942	\$ 54,130		\$ 284,271	\$ 48,285		
400'S	SUPPLIES AND MATERIALS	\$ 143,991	\$ 36,286		\$ 141,977	\$ 23,302		
500'S	CAPITAL EXPENDITURES	\$ -	\$ 568		\$ -	\$ 1,382		
800'S	OTHER EXPENDITURES	\$ 17,222	\$ 10,392		\$ 16,720	\$ 12,857		
	TOTAL REGULAR INSTRUCT BUDGET	\$ 11,775,714	\$ 1,133,471	10%	\$ 11,689,667	\$ 1,036,673	9%	

PROGRAM: SPECIAL ED INSTRUCTION

			EXPENDITURES			EXPENDITURES		
OBJECT	DESCRIPTION	2023-24 BUDGET	AS OF 9/30/2023	<u>% SPENT</u>	2022-23 BUDGET	AS OF 9/30/2022	<mark>% SPENT</mark>	
100'S	SALARIES AND WAGES	\$ 3,012,325	\$ 257,032		\$ 2,202,605	\$ 234,042		
200'S	EMPLOYEE BENEFITS	\$ 1,201,470	\$ 102,309		\$ 972,402	\$ 96,941		
300'S	PURCHASED SERVICES	\$ 98,732	\$ 9,884		\$ 89,966	\$ 7,936		
400'S	SUPPLIES AND MATERIALS	\$ 39,634	\$ 15,537		\$ 38,857	\$ 42,092		
500'S	CAPITAL EXPENDITURES	\$ 2,000	\$ 1,130		\$ 1,534	\$ -		
800'S	OTHER EXPENDITURES	\$ 42,953	\$ 12,950		\$ 41,702	\$ 11,433		
	TOTAL SPECIAL ED BUDGET	\$ 4,397,115	\$ 398,842	9%	\$ 3,347,067	\$ 392,443	12%	

St. Anthony-New Brighton Schools July 2023 to September 2023

	FUND	01	GENERAL FUND
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PROGRAM:	INSTRUCTIONAL SUPPORT SERVICES										
					EXPENDITURES					EXPENDITURES	
OBJECT	DESCRIPTION		<u>2023-24 BUDGET</u>		<u>AS OF 9/30/2023</u>	<u>% SPENT</u>		<u>2022-23 BUDGET</u>		AS OF 9/30/2022	<u>% SPENT</u>
100'S	SALARIES AND WAGES	\$	984,120		153,780		\$	837,333		127,068	
200'S	EMPLOYEE BENEFITS	\$	350,882	\$	54,546		\$		\$	46,728	
300'S	PURCHASED SERVICES	\$	133,796	\$	35,285		\$	-,	\$	1,120	
400'S	SUPPLIES AND MATERIALS	\$	16,373	\$	8,047		\$	16,052	\$	7,154	
500'S	CAPITAL EXPENDITURES	\$	-	\$	-		\$	-	\$	-	
800'S	OTHER EXPENDITURES	\$	-	\$	-	-	\$	-	\$	-	
	TOTAL INSTRUCTIONAL SUPPORT	\$	1,485,171	\$	251,658	17%	\$	1,273,942	\$	182,070	14%
PROGRAM:	PUPIL SUPPORT SERVICES										
					EXPENDITURES					EXPENDITURES	
OBJECT	DESCRIPTION		2023-24 BUDGET		AS OF 9/30/2023	% SPENT		2022-23 BUDGET		AS OF 9/30/2022	% SPENT
100'S	SALARIES AND WAGES	\$	732,275	Ś	69,463	······	\$		\$	51,962	
200'S	EMPLOYEE BENEFITS	\$	261,853	\$	22,646		Ś	,	\$	20,182	
300'S	PURCHASED SERVICES	Ś	32,443	Ś	295		Ś		Ś	783	
400'S	SUPPLIES AND MATERIALS	\$	63,777	\$	525		\$		\$	12,571	
500'S	CAPITAL EXPENDITURES	Ś	-	Ś	3,386		Ś	· -	Ś	- -	
800'S	OTHER EXPENDITURES	\$	-	\$	150		\$	-	\$	-	
	TOTAL PUPIL SUPPORT SUPPORT	Ś	1,090,347	Ś	96,465	9% 	Ś	606,975	Ś	85,498	14%
PROGRAM:	SITES AND BUILDINGS					-				<u> </u>	
					EXPENDITURES					EXPENDITURES	
OBJECT	DESCRIPTION		2023-24 BUDGET		AS OF 9/30/2023	% SPENT		2022-23 BUDGET		AS OF 9/30/2022	% SPENT
100'S	SALARIES AND WAGES	\$	904,900	\$	239,349		\$	834,640	\$	236,147	
200'S	EMPLOYEE BENEFITS	\$	320,178	\$	73,681		\$		\$	71,206	
300'S	PURCHASED SERVICES	\$	505,386	\$	31,658		\$		\$	77,658	
400'S	SUPPLIES AND MATERIALS	\$	264,366	\$	15,513		\$		\$	24,965	
500'S	CAPITAL EXPENDITURES	\$	-	\$	-		\$	-	\$	-	
800'S	OTHER EXPENDITURES	\$	4,184	\$	146		\$	4,062	\$	479	
	TOTAL SITES AND BUILDINGS	\$	1,999,014	\$	360,347	18%	\$	1,830,033	\$	410,454	22%
						-					
PROGRAM:	FISCAL AND OTHER FIXED COSTS										
					EXPENDITURES					EXPENDITURES	
<u>OBJECT</u>	DESCRIPTION		<u>2023-24 BUDGET</u>		AS OF 9/30/2023	<u>% SPENT</u>		<u>2022-23 BUDGET</u>		<u>AS OF 9/30/2022</u>	<u>% SPENT</u>
200'S	WORK COMP AND PROP INSURANCE	\$	302,400	\$	16,949	6%	\$	315,000	\$	50,573	16%
	TOTAL GENERAL FUND BUDGET	\$	23,224,825	\$	2,775,382	12%	\$	21,250,822	\$	2,631,947	12%

St. Anthony-New Brighton Schools July 2022 to September 2022

FUND 02	FOOD SERVICE								
			EXPENDITURES					EXPENDITURES	
OBJECT	DESCRIPTION	2023-24 BUDGET	AS OF 9/30/2023	<u>% SPENT</u>		2022-23 BUDGET		AS OF 9/30/2022	% SPENT
100'S	SALARIES AND WAGES		\$ 40,517	<u>// 31 EITT</u>	\$	369,574	\$	34,642	<u>// 51 EITT</u>
200'S	EMPLOYEE BENEFITS	\$ 127,431	\$ 13,302		ś	153,286	\$	11,559	
300'S	PURCHASED SERVICES	\$ 65,399	\$ 2,636		ç	62,884	Ś	4,410	
400'S	SUPPLIES AND MATERIALS	\$ 532,925	\$ 55,851		ç	343,267	ŝ	44,402	
400 3 500'S	CAPITAL EXPENDITURES	\$ 5,793	\$ 55,651 \$ -		э ¢	5,624	ş Ş	44,402	
800'S	OTHER EXPENDITURES	\$ 2,624	·		ې د		ې د	-	
800 5		Ç 2,821	Ŷ		>	2,548	Ŷ	530	4.004
	TOTAL FOOD SERVICE BUDGET	\$ 1,129,124	\$ 112,756	10%	\$	937,183	\$	95,543	10%
FUND 03	TRANSPORTATION								
FUND 05	TRANSPORTATION								
			EXPENDITURES					EXPENDITURES	
<u>OBJECT</u>	DESCRIPTION	2023-24 BUDGET	AS OF 9/30/2023			2022-23 BUDGET		AS OF 9/30/2022	
100'S	SALARIES AND WAGES		\$ 19,523		\$	74,452	\$	12,828	
200'S	EMPLOYEE BENEFITS	\$ 38,738	\$ 7,792		\$	27,334	\$	3,924	
300'S	PURCHASED SERVICES	\$ 1,316,823	\$ 55,435		\$	1,266,176	\$	38,905	
400'S	SUPPLIES AND MATERIALS	\$ 5,424	\$ 258		\$	5,318	\$	218	
500'S	CAPITAL EXPENDITURES	\$ -	\$ 299		\$	-	\$	1,035	
800'S	OTHER EXPENDITURES	\$ -	\$ 80		\$	102	\$	-	
	TOTAL TRANSPORTATION	\$ 1,457,049	\$ 83,388	6%	\$	1,373,382	\$	56,909	4%
FUND 04	COMMUNITY SERVICES								
			EXPENDITURES					EXPENDITURES	
OBJECT	DESCRIPTION	2023-24 BUDGET	AS OF 9/30/2023			2022-23 BUDGET		AS OF 9/30/2022	
100'S	SALARIES AND WAGES		\$ 235,779		\$	921.958	\$	249,177	
200'S	EMPLOYEE BENEFITS	\$ 292,564	\$ 55,124		Ś	260,462	\$	61,272	
300'S	PURCHASED SERVICES	\$ 265,838	\$ 43,625		ś	256,292	\$	50,368	
400'S	SUPPLIES AND MATERIALS	\$ 77,580	\$ 10,323		ć	68,951	ś	7,404	
500'S	CAPITAL EXPENDITURES	\$ 4,400	\$ 25,623		ç	2,000	ŝ	7,404	
800'S	OTHER EXPENDITURES	\$ 2,700	\$ 86		è	2,500	ś	135	
800 3	TOTAL COMMUNITY SERVICES BUDGET	\$ 1,628,968	\$ 370,559	23%	\$	1.512.163	\$	368,355	24%
	TOTAL COMMONTE SERVICES BODGET	\$ 1,028,908	\$ 370,559	23%	Ş	1,512,105	Ş	308,333	24%
FUND 05	CAPITAL								
FUND 05	CAFITAL							EVENIDITUDEC	
			EXPENDITURES					EXPENDITURES	
<u>OBJECT</u>	DESCRIPTION	2023-24 BUDGET	AS OF 9/30/2023			2022-23 BUDGET		AS OF 9/30/2022	
100'S	SALARIES AND WAGES		\$ 3,198		\$	138,210	\$	2,806	
200'S	EMPLOYEE BENEFITS		\$ 1,716		\$	71,514	\$	1,189	
300'S	PURCHASED SERVICES	\$ 639,356	\$ 137,910		\$	359,332	\$	206,357	
400'S	SUPPLIES AND MATERIALS	\$ 208,857	\$ 136,891		\$	113,330	\$	90,900	
500'S	CAPITAL EXPENDITURES	\$ 2,069,489	\$ 1,229,977		\$	1,819,425	\$	290,750	
800'S	OTHER EXPENDITURES	\$ -	\$ -		\$	1,500	\$	-	
	TOTAL CAPITAL BUDGET	\$ 2,954,358	\$ 1,509,691	51%	\$	2,503,311	\$	592,001	24%
FUND 06	CONSTRUCTION								
			EXPENDITURES					EXPENDITURES	
OBJECT	DESCRIPTION	2023-24 BUDGET	AS OF 9/30/2023			2022-23 BUDGET		AS OF 9/30/2022	
100'S	SALARIES AND WAGES	\$ -	\$ -		\$	-	\$		
200'S	EMPLOYEE BENEFITS	\$ -	\$ -		\$	-	\$	_	
300'S	PURCHASED SERVICES	\$ -	\$ -		Ś	-	Ś	1,800	
400'S	SUPPLIES AND MATERIALS	\$ -	\$ -		Ś	-	Ś	_,000	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -		Ś	-	Ś	_	
800'S	OTHER EXPENDITURES	\$ -	\$ -		ś		Ś	_	
0000	TOTAL CAPITAL BUDGET	\$ -	, \$-		\$		Ś	1,800	
					Ļ	-	Ļ	1,000	

St. Anthony-New Brighton Schools July 2022 to September 2022

Activities Account	Account Balance @ 7/1/2023	Receipts as of 9/30/2023	Expenditures as of 9/30/2023	Ending Balance as of 9/30/2023
BASEBALL	\$ 1,079			\$ 1,079
BASKETBALL BOYS	3,356	650		4,006
BASKETBALL GIRLS	236			236
BOYS GOLF	-			-
BOYS SOCCER	346			346
BOYS SWIMMING	222			222
BOYS TENNIS	20			20
BOYS VOLLEYBALL	515			515
CHEERLEADING	1,587	805		2,392
CHOIR	15			15
Class of 2026	53			53
CLASS OF 2027	41			41
CLASS OF 2024	6			6
CLASS OF 2025	721			721
CONNECTION CREW	538			538
CROSS COUNTRY	1,924	1,870	574	3,220
DANCE TEAM	280			280
DARE 2 B REAL	626			626
FOOTBALL CLUB	7,995	2,900	5,873	5,022
FRENCH CLUB	103			103
GIRL'S GOLF	3,483			3,483
GIRLS SOCCER	259		270	(11)
GIRL'S TENNIS	535	5,390		5,925
GIRLS VOLLEYBALL	245			245
GSA	164			164
GYMNASTICS	897			897
HS DRAMA	11,920		2,749	9,171
HS GREEN TEAM	2,622			2,622
HS MARCHING BAND	30,071	7,449	11,399	26,121

St. Anthony-New Brighton Schools July 2022 to September 2022

	Account Balance @	Receipts as of	Expenditures as of	Ending Balance as
Activities Account	7/1/2023	9/30/2023	9/30/2023	of 9/30/2023
HS STUDENT COUNCIL	17,602	387	1,850	16,139
HS STUDENT FUNDRAISING	5,466			5,466
KEY CLUB	2,305			2,305
LEGO LEAGUE	1,067			1,067
LETTERWINNERS CLUB	12,858	31	562	12,327
LITERARY ARTS	419			419
MATHLETES	6			6
MS CAMPUS CLUB MAGAZINE	145			145
MS DANCELINE (HUSKETTES)	295			295
MS DRAMA	5,510			5,510
MS KNOWLEDGE BOWL	2,735			2,735
MS STUDENT COUNCIL	8,175			8,175
MS TRACK	2,985	1,057		4,042
NATIONAL HONOR SOCIETY	2,936	261		3,197
ROBO HUSKIE	8,986			8,986
SADD	400			400
SCHOOL STORE	2,877			2,877
SCIENCE BOWL	989			989
SCIENCE OLYMPIAD	379			379
SOFTBALL CLUB	467	906	263	1,111
SPANISH CLUB	130			, 130
SPANISH TRIP MS	3			3
SPEECH	3,678			3,678
SUPER HIGH MILEAGE	84			84
SWIMMING	2,480	1,552	304	3,728
YEARBOOK	5,930	_,		5,930
Total	\$ 158,766	\$ 23,258	\$ 23,843	\$ 158,181

Center for Educational Leadership: Equity Review 2022-2023

	Category	Components	SANB's Response		
	District Policy and Strategy				
In-Progress	Student Experience	Review and revise existing policies related to student safety, fairness, and inclusivity. (Ensure that these policies are comprehensive, clearly communicated, and consistently implemented across all schools in the district.)	Policy Committee of the Board in Place - To Do: create scope and sequence for policies. The Policy Committee will need to		
		Develop strategies and action plans to address the specific concerns raised by students, such as bullying, emotional safety, and equal opportunities for all students.	build a process to ensure student voice.		
		Consider the inclusion of student input in the policy-making process to ensure their perspectives are taken into account and policies reflect their needs and experiences.			
In-Place	Develop an Equity Statement	The district should create a clear and tangible equity statement that outlines its vision, goals, and specific strategies for achieving equity in education.	The School Board created a Diversity, Equity, and Inclusion <u>Resolution</u> .		
		This statement should prioritize the needs of marginalized students, including Black, brown, and students with special education (SPED) needs.	The following definition of equity will be placed in our systemic alignment document: In SANB schools we are responsible for providing an equitable learning environment where all students, staff members, and families are respected and valued for who they are regardless of skin color, race, sexual orientation, gender expression, culture, religion, creed, national origin, ethnicity, ability, immigration status, or any other category.		
In-Progress	Long-Term Planning	Implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity.	The document we are looking at right now is this plan.		
		This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.	We have used the recommendations from Equity Review (CEL) and the Comprehensive Needs Assessment (ERE) to develop this 7-8 year plan.		
Not Yet	Community Engagement Plan	Develop a comprehensive community engagement plan that includes regular communication, involvement opportunities, and feedback mechanisms for parents and community members. (This could involve town hall meetings,	We have started this work with our Communications coordinator, but with this hire it is a push out to the community.		

		surveys, and focus groups to gather input and incorporate community perspectives into district policies and decision-making processes.)	We have hired a Community Engagement Coordinator (at CS) to develop programming designed by and for the adults and empty nesters in our community
In-Progress	Diversity and Inclusion Policy	 Develop and implement a diversity and inclusion policy that promotes cultural awareness, respect, and inclusivity within the district. (This policy should outline strategies for celebrating cultural diversity, fostering a welcoming environment, and addressing any instances of discrimination or bias). Provide clear and transparent policies related to equity, ensuring that all stakeholders, including teachers and students, are aware of and understand these policies. Establish protocols for enforcing policies consistently across classes, staff, buildings, and the district as a whole. 	The Policy Committee is starting this - but will need to ensure all policies are inline with our equity definition. Review existing policies with a more robust equity lens to determine if our values (articulated in DEI resolution) are visible in our policies. To Do: create practices/procedures to ensure diversity and inclusion are in practice. The Admin team will work to ensure policies are enforced consistently at each site/program.
Not Yet	Parent Advocacy Resources	Create resources and workshops to empower parents to effectively advocate for their children's needs. Provide information on their rights, available support services, and strategies for effective communication with school staff.	Each of our buildings have Parent Meetings (monthly), but the agendas are not necessarily built upon parent rights, strategies, etc Consider adding belonging and dignity with families and in committees. Build out our Teaching and Learning Community Committee to allow for public sharing of our classrooms, curriculum, assessments, etc
		Organizational Structure and Human Reso	urces
In-Progress	Student Experience	Assess the organizational structure to ensure that it supports effective communication, collaboration, and accountability. Provide professional development opportunities for teachers and staff on topics such as creating a safe and inclusive school environment, effective communication with students, and promoting fairness and equity in the classroom. Foster a culture of continuous improvement and learning, where feedback from students and staff is valued and utilized to enhance organizational practices.	The district's Effective Instruction (RRR) Framework implementation will accomplish these components. Each building has done some direct instruction of staff regarding creating a safe/inclusive school environment. Partnership with World Savvy - direct teacher instructional coaching 2023-24- SAMS/Relationships. To DO: ensure we build a comprehensive plan

			to provide non-licensed staff opportunities to learn effective practices regarding student learning.
In-Progress	Staff Support and Well-being	Prioritize staff support and well-being by implementing initiatives such as professional development programs, mentoring opportunities, support cohorts and wellness activities.	Two cohorts starting in the 2023-24 school year are on Staff Wellness and another on Staff Resilience.
		Recognize and appreciate the efforts of teachers, support staff, and administrators who go above and beyond to support students and create a positive learning environment.	We could use the Brighter Bulletin to purposefully highlight the good work of individual or groups in our system
In-Progress	Recruitment and Retention Strategy	Develop a comprehensive recruitment and retention strategy to attract and retain high-quality educators and staff. (This may involve offering competitive compensation packages, creating a positive work culture, and providing growth opportunities and career pathways within the district).	We have contracted with The CESO to conduct a Human Resources Audit to help support our new Executive Director of HR to implement an effective staff experience office (vs. just HR).
			30-90 Day check-ins
			Meetings have already occurred between HR and communications to ensure HR processes are branded for SANB schools.
			System of mentorship. New Teachers have a content mentor and a new teacher mentor. ISD282 also has a Q-comp program that provides CORE colleagues for all tenured staff.
			Paras now have a content mentor and a district level para advocate.
In-Progress	Capacity Building:	Provide ongoing professional development and support for teachers to implement culturally relevant and anti-racist practices in the classroom.	The district's Effective Instruction (RRR) Framework implementation will accomplish these components.
		Offer workshops and professional learning opportunities that focus on specific strategies for addressing equity, engaging in difficult conversations, and creating inclusive learning environments.	
		 Professional Development on Inclusive Practices: Provide targeted professional development opportunities for staff to enhance their knowledge and skills in working with diverse student populations. Focus on inclusive practices, culturally responsive teaching, and strategies for supporting students with special needs. 	Equity-Centered Leadership is in place. Each of our leaders have been trained (or will be trained) in Instructional Leadership (by CEL). All principals and T/L staff have attended Minnesota Principals Academy (MPA). The majority of district leaders have attended
		• Equity-Centered Leadership Development: Establish programs and pathways to develop and support equity-centered leaders within the district. This includes mentorship programs, leadership professional learning, and opportunities for diverse talent to advance into	Culturally Responsive School Leadership (CRSL). One of our principals facilitates for CRSL and many in our district facilitate for MPA.

		leadership positions.			
	Systematic Practices				
Not Yet	Student Experience	Implement systemic practices that promote student well-being, such as comprehensive anti-bullying programs, mental health support services, and restorative justice practices.	ISD282 does some of these things, but they are systematized across each building - program.		
		Establish mechanisms for students to voice their concerns, provide feedback, and actively participate in decision-making processes at the school and district levels.	We are currently working on developing a MTSS (multi-tiered support system) for Social Emotional Learning (SEL). In addition, the district is working to adopt a SEL curriculum.		
		Foster collaboration and coordination among different departments and stakeholders within the district to ensure a holistic and integrated approach to addressing the identified	Wilshire Park just received a grant to implement BARR K-5. We are considering making BARR a K-12 program at ISD282.		
		issues.	SAVHS Principal Advisory Council		
		Regularly evaluate and monitor the effectiveness of implemented practices and policies, using student feedback and relevant data to inform adjustments and improvements.	WP Principal Advisory		
Not Yet	Student Voice and	Ensure that student voices are consistently valued, heard, and celebrated within the educational system.	No focused system to do this consistently.		
	Identity		Use of Panorama Survey 6-12 to gather data		
	Expand opportunities for student input in		on student voice.		
		decision-making processes, curriculum development, and school events.	WIN time at HS.		
		Foster an environment where student identity and experiences are recognized and celebrated throughout the district.	Advisory/Learning lab at SAMS.		
In-Progress	Cultural Proficiency Implement cultural proficiency professional learning Professional Learning for all staff members to increase their understanding and awareness of cultural diversity within the district. (This professional learning should address cultural		The district's Effective Instruction (RRR) Framework implementation will accomplish these components.		
		biases, stereotypes, and provide strategies for creating inclusive learning environments that value and respect all students.)	ISD282 will soon have an equity/dignity cohort (similar to literacy cohort). District provides access to Urban Leadership Academy (ULA) that provides equity based professional development.		
In-Place	Expansion of Special Education Services:	Continuously evaluate and expand special education services and programs to meet the needs of students with disabilities.	This is a strength.		
		Ensure that Individualized Education Programs (IEPs) are effectively implemented, and paraprofessionals receive the necessary professional			

		learning and support to provide quality assistance to students.	
In-Progress	Data-Driven Decision Making	Conduct a comprehensive analysis of discipline data, referrals, and student outcomes to identify disparities and patterns. Link discipline data to individual teachers to address potential bias and inequitable practices. Use this data to inform decision-making and develop targeted interventions and supports. Foster a culture of data-driven decision making by utilizing student data to inform instructional practices, identify areas for improvement, and track student progress. (This will help identify and address any achievement gaps or areas of need within the district.)	Created a Wilshire Park Interventionist team - one interventionist per grade level. T/L is creating a process/procedures for K-5 grade teams to analyze data - BARR will support this. Success Metrics Kbod (add more)
Not Yet	Collaborative Partnerships	Establish partnerships with community organizations and create a community liaison position to enhance engagement and build stronger connections between the district, families, and the broader community. Collaborate with external resources to provide additional support services for students and families, particularly those from marginalized backgrounds.	This is an area of growth. SAVHS is looking to expand its pathways and involve community partners. Via our Community Engagement specialist, we will be working to build authentic relationships with the different demographic groups in our community.
In-Progress	Reflection and Improvement	Encourage regular self-reflection and assessment of practices at all levels. Foster a culture of continuous improvement by promoting open dialogue, self-examination, and learning from mistakes. Regularly evaluate the impact of implemented strategies and adjust approaches based on feedback and data analysis.	Starting with Resilience Cohort. Effective Instruction Framework and Professional Development have embedded metacognition into the learning. Development and intentional implementation of collective commitment of Continuous Improvement.

Education Reform Enterprises: Comprehensive Needs Assessment 2023

	Category	Components	SANB's Response
In-Progress	Standards-Based Teaching	 All Anchor Standards for each discipline are being taught in classrooms. Each unit is connected to an Anchor Standard and identifies an Essential Learning Target. Each unit is connected to an Anchor Standard, has an Essential Learning Target, and a Learning Progression that guides instructional practices. Each unit has a Performance Task(s) that are aligned (in rigor/relevance) to the Anchor Standard. Instructional Guides are used by all teachers to ensure instruction is aligned to the level of performance articulated in the Anchor 	The district's Effective Instruction (RRR) Framework implementation will accomplish these components. <u>Effective Instruction Implementation</u> <u>Professional Development 23-24 Plan</u> (THIS RESPONSE IS REPEATED)
In-Progress	Mental Models: Rigor	Standards. All staff believe, all students: - Deserve access to high-level thinking and deep learning. - Have assets and can learn at high levels. - Need rigorous instruction at every stage of learning.	
In-Progress	Mental Models: Relevance	 All staff believe: Learning is cultural, social, and emotional. Students deserve to have their multiple developed and developing identities acknowledged and honored. Learning must be authentic and applicable across contexts. 	
In-Progress	Mental Models: Relationships	 All staff believe: All students deserve access to intentional development relationships defined as care, challenging growth, providing support, sharing power, and expanding possibilities. Teachers must make developmental relationships a priority. Teachers cannot effectively teach kids we do not know. 	
In-Progress	Foundational Knowledge	Teachers can define the mission and vision of the district and state where we are going as teachers and where we expect students to go and why. Teachers have a deep understanding of Depth of Knowledge, proficiency, and rigor. Teachers examine, reflect, analyze, and prioritize anchor standards and differentiate between content and performance/skill-based standards.	

		Teachers have a deep understanding of Essential Learning Targets, Learning Progressions, and Performance Tasks.	
In-Progress	Essential Learning Targets and Learning	Teachers write unit plans for Essential Learning Targets based on Anchor Standards in student-friendly language.	
	Progressions	Teachers write Learning Progressions in student-friendly language that align with Depth of Knowledge levels (where DOK 3 is the minimum level of proficiency).	
In-Progress	Assessments and Instructional Guides	Teachers create an assessment system (including pre-assessments, formative assessments tools, and summative assessments).	
		Teachers create new and/or aligned Instructional Guides that align with Essential Learning Targets, Learning Progressions, and Assessment System.	
In-Progress	Support and Feedback	Teachers use data to make instructional designs and design instruction.	
		Teachers embed scaffolding to support all learners with accessing all levels of learning.	
		Teachers use effective feedback tools (including rubrics) to foster learning.	
In-Progress	Classroom: Evidence of a Relevant Learning	Classrooms have affirming images and asset-based language and interactions occur in the learning environment.	
	Environment and Authentic Relationships	Classrooms affirm inclusive and diverse identities and culture to accelerate relationships building and academic proficiencies.	
		Classrooms have evidence of authentic engagement (relational, cultural, and academic) through facilitation of feedback loops.	
In-Progress	Classroom: Evidence of Rigorous Standards,	Classrooms have evidence of equitable access to standards and ELTs to set learning goals and build proficiencies across contexts.	
	Learning Targets and High Expectations for Excellence	Classrooms have evidence of student voice of learning targets, ideas, and perspectives to engage in individual and collaborative practice.	
		Classrooms have evidence of high levels of inquiry, discovery, academic talk, and feedback at multiple entry points to deepen knowledge and accelerate application.	
In-Progress	Classroom: Evidence of Culturally Responsive Pedagogy and Learning	Classrooms have evidence of a plan for equity with diverse entry points based on knowledge of student orientation in progressions and exemplars for success.	

	Opportunities	Classrooms have evidence of cognitive, cultural, and academic inclusion, scaffolding- differentiation in teaching and assessment for adaptive instructional moves. Classrooms have evidence of cross content integration with social and political infusion.	
In-Progress	Instructional Performance Continuum: Surface Instruction (lowest level)	Teacher remains in the presenter stance to cover content related to pacing/curriculum guides. Majority whole group instruction with students remaining in the passive learning state. Students memorize content and may participate in a call and response practice.	
In-Progress	Instructional Performance Continuum: Procedural Instruction	Teacher focuses on content related processes and procedures from the modeling stance, while learners acquire skill sets in isolation. STudents practice routines from the recall stance; in a whole group setting There is an emphasis on content presentation, with all students completing the same work.	
In-Progress	Instructional Performance Continuum: Analytical Instruction	Teacher responds instructionally based upon analysis of student evidence by using formative assessment process. Both the facilitative and supportive stances are utilized while students actively apply knowledge, self-assess, question and make connections across skill sets and content areas. Students work independently as well as in small groups to demonstrate individualized understanding and engage in collaborative practice.	
In-Progress	Instructional Performance Continuum: Dynamic Instruction (highest level)	Teacher shifts stance flexibly and incorporates collaborative instruction; which includes peer teaching. Students complete differentiated tasks at varying levels of cognitive demand to creatively approach global concepts, questions and problems. Students demonstrate the use of a variety of skills and thought processes to clearly communicate ideas.	

Oct. 17th 2023 School Board Work Session

Potential Goals for the School Board:

1. Things to consider: The school board could use the CNA and CEL document to provide direction for the district. Items the board would like to have done "now" and/or "later". One goal could be to create an action plan for the district using the CNA/CEL recommendations.

In-Progress	Long-Term Planning	Implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.	The document we are looking at right now is this plan. We have used the recommendations from Equity Review (CEL) and the Comprehensive Needs Assessment (ERE) to develop this 7-8 year plan.
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2. The school board is the access to our broader community. Maybe the school board could develop goals on how they as the board/individual board members want to engage with the community in a systematic way.

Not Yet	Community Engagement Plan	Develop a comprehensive community engagement plan that includes regular communication, involvement opportunities, and feedback mechanisms for parents and community members. (This could involve town hall meetings, surveys, and focus groups to gather input and incorporate community perspectives into district policies and decision-making processes.)	We have started this work with our Communications coordinator, but with this hire it is a push out to the community. We have hired a Community Engagement Coordinator (at CS) to develop programming designed by and for the adults and empty nesters in our community
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3. Each of the buildings has a student advisory committee. A group of students that provide feedback to principals. The superintendent has a council of students who also provide thoughts/ideas from the student community. The school board could consider building systems to include student voice? Students on the school board, etc?

Not Yet	Student Voice and Identity	Ensure that student voices are consistently valued, heard, and celebrated within the educational system.	No focused system to do this consistently. Use of Panorama Survey 6-12 to gather data on student voice.
		Expand opportunities for student input in decision-making processes, curriculum development, and school events.	WIN time at HS. Advisory/Learning lab at SAMS.
		Foster an environment where student identity and experiences are recognized and celebrated throughout the district.	

4. We have board liaisons for some community groups, but we do not have connections to marginalized communities in our district. The board could build connections - intentionally with more diverse community groups?

Not Yet	Collaborative Partnerships	Establish partnerships with community organizations and create a community liaison position to enhance engagement and build stronger connections between the district, families, and the broader community.	This is an area of growth. SAVHS is looking to expand its pathways and involve community partners. Via our Community Engagement specialist, we will be working to build authentic relationships with the different demographic groups in our community.
		Collaborate with external resources to provide additional support services for students and families, particularly those from marginalized backgrounds.	



Adopted:______ Revised: MSBA/MASA Model Policy 402 Orig. 1995 Rev. 201520223

402 DISABILITY NONDISCRIMINATION POLICY

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact Hope Fagerland, 3303 33rd Ave NE, St. Anthony, MN, 55418, 612-706-1062, hfagerland@isd282.org. This individual is the school district's appointed ADA/Section 504 coordinator.¶

III. GRIEVANCE REPORTING PROCEDURE FOR COMPLAINTS OF DISCRIMINATION

The following grievance procedure applies to claims of sex, disability, and racial discrimination:

- A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy. The complaint must be filed within 90 calendar days of the alleged violation.
- B. The Human Rights Officer is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or

student directly with the Human Rights Officer, the school board or other school district official.

- C. The school board hereby designates Wendy Webster 3301 Silver Lake Road, St. Anthony, MN 55418 612-706-1170 wwebster@isd282.org as the school district Human Rights Officer(s) to receive reports, complaints, or grievances of unlawful discrimination. If the complaint involves a Human Rights Officer, the complaint shall be filed directly with [a different staff member, such as the superintendent or school board chair, designated by the school board].
- D. Upon receipt of a complaint, the Human Rights Officer shall immediately notify the superintendent. If the superintendent is the subject of the complaint, the Human Rights Officer shall immediately notify the school board.
- E. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.
- F. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

TITLE IX COORDINATOR

Wendy Webster 3303 33rd Ave NE St. Anthony, MN 55418 612-706-1170 wwebster@isd282.org

SECTION 504 COORDINATOR

Hope Fagerland-Kari Page 3303 33rd Ave NE -3600 Higherest Rd NE-St. AnthonyMinneapolis, MN 55418 612-706-1062201 hfagerlandkpage@isd282.org

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the agencies listed below or initiating action in state or federal court.

Claims of discrimination may also be pursued through the following agencies where appropriate:

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

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

For complaints of employment discrimination:

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.

Legal References:

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)

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

Reading Room, U.S. Department of Education, Office for Civil Rights: http://www2.ed.gov/about/offices/list/ocr/publications.html V. RESOURCES: U.S. Department of

IV. LEGAL REFERENCES:

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)

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

Reading Room, U.S. Department of Education, Office for Civil Rights https://www2.ed.gov/about/offices/list/ocr/publications.html

Legal References:Minn. Stat. Ch. 363A (Minnesota Human Rights Act)29 U.S.C. § 794 et seq. (Section 504 of the Rehabilitation Act of 1973, § 504)42 U.S.C., Ch. 125 § 1211201 (Americans with Disabilities Act)

29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
34 C.F.R. Part 35¶
34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

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



513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. <u>Promotion</u>

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. <u>Retention</u>

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

C. Program Design

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- The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screeningprocess to assess and identifyingevaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.
- 2. The school district will adopt guidelines for accessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of ¶

a. multiple objective criteria; and

- b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under represented groups, including, but not limited to, low income, minority, twice exceptional, and English learners.
- 2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

- 3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
- The school district will- must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

45. The school district must will adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities. The procedures must be sensitive to under-represented groups.

 Legal References:
 Minn. Stat. § 120B.15 (Gifted and Talented Program) Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

 Cross References:
 MSBA/MASA Model Policy 613 (Graduation Requirements) MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure) MSBA/MASA Model Policy 615 (Basio Standards Testing; Accommodations, Modifications, and Exemptions for IEPIEPs, Section 504 AccommodationPlans, and LEP Students) MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards) MSBA/MASA Model Policy 618 (Assessment of StandardStudent Achievement) MSBA/MASA Model Policy 620 (Credit for Learning)

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. <u>Authorized Representative</u>

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

B. Biometric Record

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

C. Dates of Attendance

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

D. Directory Information

"Directory information" means information contained in an education record of a student which that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name;; address;; telephone listing;; electronic mail address;; photograph;; date and place of birth;; major field of study;; dates of attendance;; grade level;; enrollment status (i.e., full-time or part-time);); participation in officially recognized activities and sports;; weight and height of members of athletic teams;; degrees, honors and awards received;; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

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

[Note: This definition includes all of the types of information specifically referenced by state and federal law as directory information. A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality. Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board who must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]

E. Education Records

1. <u>What constitutes "education records."</u> Education records means those records **which**that are: (1) **are** directly related to a student; and (2) **are** maintained by

the school district or by a party acting for the school district.

- 2. <u>What does not constitute an education record</u>, records. The term; "education records," does not include:
 - a. a. Records of instructional personnel which:

that are:

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(1) kept in the sole possession of the maker of the record; and

are (2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

are (4) destroyed at the end of the school year.

- b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
 - (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
- c. Records relating to an individual, including a student, who is employed by the school district which:
 - (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual's capacity as an employee; and
 - (3) are not available for use for any other purpose.

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

- Records relating to an eligible student, or a student attending an institution of post-secondary education, which that are:
 - made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided

that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

- e. Records that only contain information about created or received by the school district after an individual after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student.
- f. Grades on peer-related papers before the papers are collected and recorded by a teacher.
- F. Eligible Student

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

G. <u>Juvenile Justice System</u>
 "Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

H. Legitimate Educational Interest

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

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

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

J. <u>Personally Identifiable</u>

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

K. Record

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

L. Responsible Authority

"Responsible authority" means the Superintendent, Robert Lancy[designate title and actual name of individual].

M. Student

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

N. School Official

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

[Note: School districts may wish to reference police liaison officers in the definition of a "school official." Depending on the circumstances of the relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered "school officials" only when performing duties as a police liaison officer and that they are trained as to their obligations pursuant to this policy. Consultation with the school district's legal counsel is recommended.]

O. Summary Data

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

P. Other Terms and Phrases

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

IV. GENERAL CLASSIFICATION

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

V. STATEMENT OF RIGHTS

A. <u>Rights of Parents and Eligible Students</u>

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

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

B. Eligible Students

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

C. F.R. § 99.31(a).

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Disabled Students with a Disability

The school district shall follow 34 C.F.R. §§ 300.610-300.617 with regard to the confidentiality privacy, notice, access, record keeping and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

- A. <u>Consent Required for Disclosure</u>
 - 1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
 - 2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. the consequences of giving informed consent; and
 - e. if appropriate, a termination date for the consent.
 - 3. When a disclosure is made under this subdivision:
 - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
 - 4. A signed and dated written consent may include a record and signature in electronic form that:
 - a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.
 - 5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;

- e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
- f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
- g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minn. Stat. Ch.Minnesota Statutes Chapter 256B or Minnesota Care under Minn. Stat. Ch.Minnesota Statutes Chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

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

B. Prior Consent for Disclosure Not Required

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

- 1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
- 2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the school district would otherwise use employees;
 - b. is under the direct control of the school district with respect to the use and maintenance of education records; and
 - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;
- 3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 4155 7165 of the federal No Child Left Behind Act. 7917 of the federal Every Student Succeeds Act, 20 U.S.C. § 7917, [insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students] and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. Minnesota. Statutes section 260B.171, unless the data are required to be destroyed under Minn. Stat. Minnesota Statutes section 120A.22, Subd.subdivision 7(c) or §section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records which that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
- 4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or

her representative, subject to the conditions relative to such disclosure provided under federal law;

- 5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine conditions for the aid; or
 - d. enforce the terms and conditions of the aid.

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

- 6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;
- 7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent

organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

- 8. To accrediting organizations in order to carry out their accrediting functions;
- 9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
- 10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. § 2332b(g)(5)(B) or), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;
- 11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
- 12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
- 13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

- 14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
- 15. To the parent of a student who is not an eligible student or to the student himself or herself;
- 16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
- 17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
- 18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

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

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minn. Stat. §Minnesota Statutes section 260B.171, Subd.subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and

volunteers who are in direct contact with the student if the principal determines that these **individuals** individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or quardian;

- 2. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minn. Stat.
- Minnesota Statutes section 260B.171, Subd-subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

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

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements-; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 U.S.C. § 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

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

- 1. Pursuant to a valid court order;
- 2. Pursuant to a statute specifically authorizing access to the private data; or
- 3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. <u>Classification</u>

Directory information is public except as provided herein.

B. Former Students

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

C. Present Students and Parents

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

- 1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

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

[Note: Federal law allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is advisable to add a new paragraph VII.C.1.d. that specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and identify those parties and/or purposes. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]

- 2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.
- 3. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
 - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
- 4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

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

- 1. Name of the student and/or parent, as appropriate;
- 2. Home address;
- School presently attended by student;
- 4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

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

VIII. DISCLOSURE OF PRIVATE RECORDS

A. <u>Private Records</u>

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

B. Private Records Not Accessible to Parent

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

- 1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
 - whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
 - whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
 - c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
 - d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
 - e. whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§Minnesota Statutes sections 144.341-144.347, in which case the data may be released only if the

failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

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

D. <u>Military-Connected Youth Identifier</u>

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

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

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

B. <u>Reports Under the Maltreatment of Minors Reporting Act</u>

Pursuant to Minn. Stat. § 626.556, Minnesota Statutes Chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minn. Stat. § 626.556, Subd. 11Minnesota Statutes Chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes Chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

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

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

- 2. A complainant has access to a statement he or she provided to the school district.
- 3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minn. Stat. §Minnesota Statutes section 13.393.
- 4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
- 5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. <u>Chemical Abuse Records</u>

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

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

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

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

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

- B. Data released to military recruiting officers under this provision:
 - 1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
 - cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
 - 3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority, the Senior High School Principal, Wayne Terry [designate title of individual, i.e., building principal] in writing by September 30th[date] each year. The written request must include the following information:
 - 1. Name of student and parent, as appropriate;
 - 2. Home address;
 - 3. Student's grade level;
 - 4. School presently attended by student;
 - 5. Parent's legal relationship to student, if applicable;
 - 6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
 - 7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

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

B. Redisclosure Not Prohibited

- 1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
 - a. The disclosures meet the requirements of Section VI. of this policy; and
 - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
- 2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. § 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

[Note: 42 U.S.C. § 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

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

D. <u>Notification</u>

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

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. <u>Responsible Authority</u>

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

B. Record Security

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

C. Plan for Securing Student Records

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

- 1. A description of records maintained;
- 2. Titles and addresses of person(s) responsible for the security of student records;
- 3. Location of student records, by category, in the buildings;
- 4. Means of securing student records; and
- 5. Procedures for access and disclosure.

D. <u>Review of Written Plan for Securing Student Records</u>

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

- E. <u>Record Keeping</u>
 - 1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student-which, that indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student;
 - b. the legitimate interests these parties had in requesting or obtaining the information; and
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
 - 2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include: XII.B. of this policy, the record of disclosure required under this section shall also include:

- a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
- b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
- c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 C.F.R. § 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
- 3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. U.S.C. § 2332b(g)(5)(B) or an act of domestic or international terrorism.

§ 2332b(g)(5)(B) or an act of domestic or international terrorism.

[Note: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]

4. The record of requests of disclosures may be inspected by:

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

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. <u>Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a</u> <u>Dependent Student</u>

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

B. Response to Request for Access

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

C. Right to Inspect and Review

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

- 1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
- 2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
- 3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

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

E. Collection of Student Records

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

F. Records Containing Information on More Than One Student

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

G. Authority to Inspect or Review

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

H. Fees for Copies of Records

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

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. <u>Request to Amend Education Records</u>

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

- 1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
- 2. The school district shall decide whether to amend the education records of the

student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. <u>Right to a Hearing</u>

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

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

C. Conduct of Hearing

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

including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

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

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means Superintendent Robert Lancy.[designate title and actual name of individual].
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. <u>Content of Complaint</u>

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

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. <u>Contents of Notice</u>

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

- 1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
- 2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
- 3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
- 4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
- 5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
- 6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal No Child Loft BehindEvery Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. <u>Notification to Parents of Students Having a Primary Home Language Other Than</u> English

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

C. Notification to Parents or Eligible Students Who are Disabled

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

XX. DESTRUCTION AND RETENTION OF RECORDS

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

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office of the superintendent.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. § 13.393 (Attorneys)

Minn, Stat. Ch. 14 (Administrative Procedures Act) Minn. Stat. § 120A.22 (Compulsory Instruction) Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act) Minn. Stat. § 121A.75 (Sharing Disposition Order and Peace Officer Receipt of Records; Sharing) Minn. Stat. § 127A.852 (Military-Connected Youth Identifier) Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services) Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons) Minn. Stat. Ch. 256L (MinnesotaCare) Minn. Stat. § 260B.171, Subdssubds. 3 and 5 (Disposition Order and Peace Officer Records of Children) Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors) Minn. Stat. § 363A.42 (Public Records; Accessibility) Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) Minn. Rules Parts 1205.0100-1205.2000 (Data Practices) 10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information) 18 U.S.C. § 2331 (Definitions) 18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries) 20-U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act) 20 U.S.C. § 6301 et seq. (No Child Left Behind) 20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act) 20 U.S.C. § 6301 et seq. (Every Student Succeeds Act) 20 U.S.C. § 7908 (Armed Forces Recruiting Information) 20 U.S.C. § 7917 (Transfer of School Disciplinary Records) 25 U.S.C. § 5304 (Definitions - Tribal Organization) 26 U.S.C. §§ 151 and 152 (Internal Revenue Code) 42 U.S.C. § 1711 et seq. (Child Nutrition Act) 42 U.S.C. § 1751 et seq. (Richard B. Russell National School Lunch Act) 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy) 34 C.F.R. § 300.610-300.627 (Confidentiality of Information) 42 C.F.R. § 2.1 et seq. (Confidentiality of Drug Abuse Patient Records) Gonzaga University v. Doe, 536 U.S. 273 , 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002) MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical Cross References: or Sexual Abuse) MSBA/MASA Model Policy 417 (Chemical Use and Abuse) MSBA/MASA Model Policy 506 (Student Discipline) MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies) MSBA/MASA Model Policy 520 (Student Surveys) MSBA/MASA Model Policy 711 (Video Recording on School Buses)= MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders) MSBA Service Manual, Chapter 13,/MASA Model Policy 722 (Public Data Requests) MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders) MSBA School Law Bulletin "I" (School Records - Privacy - Access to Data)



Adopted: _____

Revised: _____

MSBA/MASA Model Policy 516.5 Orig. 2023 Rev: June 2023 Rev: XX 2023

516.5 OVERDOSE MEDICATION

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)1, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone to be maintained and administered to a student or other individual by trained school *staff* if the *staff* member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its *staff* are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the *staff* member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is [insert title of staff

person appointed as coordinator].

- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from the school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site. District Collaborative Planning and Implementation Team
- **B.** A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team ("School District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

- 1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
- 2. The School District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
- 3. The School District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
- 4. The School District Planning Team will determine the type and method of

annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

- E. Site Planning Teams
 - 1. In consultation with the School District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
 - The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.
- F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted *off* school grounds (i.e., transportation services, field trips, etc.).
- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References:	Minn. Stat. § 13.32 (Educational Data)
	Minn. Stat. § 13.43 (Personnel Data)
	Minn. Stat. § 13.37 (General Nonpublic Data)

Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication) Minnesota Department of Health Toolkit on the Administration of Naloxone

¹ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the internasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intermuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."



Adopted:_____ Revised:_____ MSBA/MASA Model Policy 521 Orig. 1995 Rev. 2022133

521 STUDENT DISABILITY NONDISCRIMINATION

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to protect **disabled** students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. **Disabled s** Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

IV. GRIEVANCE REPORTING PROCEDURE FOR COMPLAINTS OF DISCRIMINATION

The following grievance procedure applies to claims of sex, disability, and racial discrimination:

A. Any person who believes he or she has been the victim of unlawful discrimination or any

person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy. The complaint must be filed within 90 calendar days of the alleged violation.

- B. The Human Rights Officer is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.
- C. The school board hereby designates Wendy Webster 3301 Silver Lake Road, St. Anthony, MN 55418 612-706-1170 wwebster@isd282.org as the school district Human Rights Officer(s) to receive reports, complaints, or grievances of unlawful discrimination. If the complaint involves a Human Rights Officer, the complaint shall be filed directly with [a different staff member, such as the superintendent or school board chair, designated by the school board].
- D. Upon receipt of a complaint, the Human Rights Officer shall immediately notify the superintendent. If the superintendent is the subject of the complaint, the Human Rights Officer shall immediately notify the school board.
- E. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.
- F. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

TITLE IX COORDINATOR	SECTION 504 COORDINATOR
Wendy Webster	Hope Fagerland Kari Page
3303 33rd Ave NE	3303 33rd Ave NE 3600 Higherest Rd NE
St. Anthony, MN 55418	St. Anthony, Minneapolis, MN 55418
612-706-1170	612-706-1062 1201
wwebster@isd282.org	hfagerland kpage@isd282.org

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the agencies listed below or initiating action in state or federal court.

Claims of discrimination may also be pursued through the following agencies where appropriate:

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

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

For complaints of employment discrimination:

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.

Legal References: 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)

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

Reading Room, U.S. Department of Education, Office for Civil Rights: http://www2.ed.gov/about/offices/list/ocr/publications.html V. RESOURCES: U.S. Department of

Legal References:	Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7) 42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities) 29 U.S.C. § 794 <i>et seq.</i> (Rehabilitation Act of 1973, § 504) 34 C.F.R. Part 104 (Section 504 Implementing Regulations)
Cross References:	MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

[Note: School districts are required by statute to have a policy addressing these issues.]

[Note: Minnesota Laws 2009, Chapter 96, made a number of changes to the laws and rules governing the use of "conditional procedures" with respect to special education students. Specifically, Chapter 96 repealed, EFFECTIVE AUGUST 1, 2011, Minnesota Statutes sections 121A.66, 121A.67, Subd. 1, as well as Minnesota Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp. 5. These laws and rules were replaced, effective August 1, 2011, with a restrictive procedures law which generally addresses the restraint of special education students. Also note that the restrictive procedures law contains a significant staff training component, found at Minnesota Statutes section 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use these procedures.]

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. <u>Removal By Crisis Team</u>

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. <u>Reasonable Force Permitted</u>

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, 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.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

- 1. Corporal punishment prohibited by Minn. Stat. \$Minnesota Statutes section 121A.58;
- 2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
- 3. Totally or partially restricting a child's senses as punishment;
- 4. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairswheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
- 5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556; Minnesota Statutes Chapter 260E;
- 6. Physical holding (as defined in Minn. Stat. §Minnesota Statutes section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
- 7. Withholding regularly scheduled meals or water; and/or
- 8. Denying a child access to toilet facilities.
- D. <u>Parental Notification</u>

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. <u>Continued Removals; Review of IEP</u>

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat §Minnesota Statutes section 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942. § 125A.0942.

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G. <u>Reporting to the Minnesota Department of Education (MDE)</u>

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of prone restraints.seclusion. By June 30 January 15, April 15, July 15, and October 15 of each year, districts must report summary data on the use of restrictive procedures to the MDE, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information abouton the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act) Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force) Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class) Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures) Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)

	Minn. Stat. § 609.06 (Authorized Use of Force) Minn. Stat. § 609.379 (Permitted Actions) 20 U.S.C. § 1232g <i>et seq.</i> (Family Educational Rights and Privacy (FERPA))
	20 U.S.C. § 1415(k)(6) (Individuals with Disabilities
	Education Improvement Act of 2004 (IDEA))
	34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law
	Enforcement)
Cross References:	MSBA/MASA Model Policy 506 (Student Discipline)
	MSBA/MASA Model Policy 507 (Corporal Punishment)
	MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil
	Records)
	MSBA/MASA Model Policy 525 (Violence Prevention)
	•
	MSBA/MASA Model Policy 806 (Crisis Management Policy)



MSBA/MASA Model Policy 534 Orig. 2017 Rev. 2023

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second school meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

A. Students have use of a meal account. When the balance reaches zero, a student's parents are notified via email, Skyward, or other established school notification routes, such as letters home or phone calls. Students may get a regular meal, an extra entree, or extra meals and their account will be charged at the regular rate for whatever food they take. The school will not take any food from students. When an account gets to negative \$200, the student's principals are notified for resolution.

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

B. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.
 If the school district receives school lunch aid under Minnesota Statutes section 124D.111, it must make lunch available without charge to all participating students

who qualify for free or reduced-price meals regardless of account balance.

C. Each school that participates in the free school meals program must:

(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

A student with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.

D. A student who has been determined to be eligible for free and reduced price lunchalways must be served a reimbursable meal even if the student has an outstandingdebt.

Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

- E. When a student has a negative account balance, the student will not be allowed to charge a snack item.
- G. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Families will be notified of an outstanding negative balance once the negative balance is incurred. Families will be notified by established school notification routes, which may include Skyward email notifications, email, or letters and phone calls home.
- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or and reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than \$200, not paid prior to end of the school year, will be turned over to the superintendent or superintendent's designee for resolution.

The superintendent will exhaust all possible options to resolve the issue to avoid resorting to collection.

In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will

not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. Student-level appropriate communication may be made so that students understand that they will not have food taken from them while the school works to resolve the issue.
- D. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References:Minn. Stat. § 123B.37 (Prohibited Fees) Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Accounting) 42 U.S.C. § 1751 et seq. (Healthy and Hunger-Free Kids Act) 7 C.F.R. § 210 et seq. (School Lunch Program Regulations) 7 C.F.R. § 220.8 (School Breakfast Program Regulations) USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Lo Charge Policies (2016) USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarific Collection of Delinquent Meal Payments (2016) USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guida Q&A	cal Meal ation on
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Cross References: None