

MOHRMAN, KAARDAL & ERICKSON, P.A.

ATTORNEYS AND COUNSELORS AT LAW

150 SOUTH FIFTH STREET
SUITE 3100
MINNEAPOLIS, MINNESOTA 55402

NICHOLAS R. MORGAN

TELEPHONE: 612/465-0907
FACSIMILE: 612/341-1076
WRITER'S E-MAIL: MORGAN@MKLAW.COM

September 20, 2021

Via Email

Dr. Kent Pekel
Interim Superintendent
Rochester Public Schools
615 7th Street SW
Rochester, MN 55902
kepek@rochesterschools.org

Re: *Minnesota Government Data Practices Act Request*

Dear Dr. Pekel:

This is a Minnesota Government Data Practices Act request on behalf of my client Equality in Education. This request concerns actions taken by the Rochester Public School District, its administration, its component schools, its employees, consultants or others that administer, teach students, develop curriculum, instruct staff, or provide conference or seminars for teachers since January 1, 2020 regarding equity and social justice topics often referred to as Critical Race Theory ("CRT"). My client's requests are under Minnesota Statutes §§ 13.01, et seq.

I request that a complete response to the documents requested be completed before December 15th, 2021. However, as you discover documents, and to keep within the timeline, partial and on-going disclosures would not be discouraged up to the December 15th deadline.

Meanwhile, I would be open to discuss a possible extension of the deadline provided that I be kept reasonably informed on your progress with the request and informed of the rationale for any delay. Nevertheless, any cooperation does not waive the statutory rights to seek judicial relief for delays, denials of access to data, or other non-compliance allegations as they arise or are committed. Minn. Stat. §§ 13.08 ad 13.09.

All copies of documents requested should be placed on a USB or Type-C flash drive to ensure copying and personnel time are kept at a minimum for my client.

Governing Statutes and instructions.

Under Minnesota Statutes § 13.03, all government data collected, created, received, maintained, or disseminated by a government entity shall be public unless classified by statute, or temporary classification under § 13.06 or federal law, as nonpublic or protected public data or with respect to data on individuals, as private or confidential. Therefore, for each document you withhold, you are to identify the document as to date and type, and give a specific reason for withholding the document and provide the governing statute supporting the withholding of that data.

For example, your response for a withheld document should reflect the following at a minimum: private or confidential (see Minnesota Statutes § 13.14, subdivision 3); document type; the subject matter; the document's date; the specific statute and subdivision conferring confidentiality.

General statements, conclusions, or references are unacceptable and challengeable as non-responsive and as avoiding possible judicial review to determine proper labeling as nonpublic data.

If summary data has been collected as contemplated under Minnesota Statutes § 13.05, subdivision 7, you are to include the summary data with any specific or general request for documents regardless if the request is made.

Finally, if your school district or component schools disseminated to other agencies, public or private, any data specifically approved by a department official as "necessary to public health, safety, or welfare" as contemplated under Minnesota Statutes §13.05, subdivision 4(a). You are to disclose the agency (or other entity) if such an event or events occurred, the date of the disclosure, and the reason for the disclosure. If there has been no disclosure, you are to admit "no disclosure" accordingly.

General understandings for the document requests.

If for any reason you do not understand a document request, you are to immediately contact me for clarification, in writing. If you are giving any word in the request a meaning other than its ordinary customary dictionary meaning, identify the word and provide your own definition. If you provide your own definition, however, this does not eviscerate your obligation to complete the request and to provide the document(s).

Intentional avoidance of responding or disclosure of data relevant or relating to the request by failing to clarify the demand voluntarily, or to give words meanings contrary to customary usage will be deemed as non-responsive and subject to judicial proceedings.

All documents provided are to be compiled in the categories of the requests made whenever possible. If one document fulfills more than one request, then only one copy of the complete document need be provided. Unnecessary duplication is wasteful. But, if you are not sure of its previous disclosure, then include it again to ensure the request is fulfilled.

Furthermore, if a document has, or references, attachments, the attachments must be included. Attachments are considered part of the whole regardless if referenced in the body of the primary document responsive to the request.

Finally, if you have no document responsive to a request made, you are to specifically state “no documents found” and identify that request.

Time-period governing the requests.

For all requests, the time-period of each request is during the period from January 1, 2020 to the present unless otherwise indicated.

Abbreviations.

“You” or “you” refers to any person associated with the Rochester School District in any way, directly or indirectly.

“Official” refers to any district or school administrator or school board member acting on behalf of or for the Rochester School District.

“Educator” refers to any employee, consultant or other individual engaged by the Rochester School District to teach within the Rochester School District or any of its component schools. Teaching includes instruction on curriculum for both students and teachers.

Definition of “documents.”

References in the requests for “documents” or “document” is meant to be all-inclusive. I can list in two pages of double-spaced type what “document” refers to but this should not be necessary in a data practices act request. Therefore, objections made or non-disclosure of documents because the request did not specifically say “report,” “letter,” or “e-mail communication” is not acceptable and will be subject to judicial proceedings if an objection is made or a relevant document is not disclosed.

Definition of “social media.”

A social media post is an electronic communication made by anyone directly or indirectly related to the city on a social media site through their publicly funded cell phone or related to a work purpose through their personal phone. This includes, but is not limited to, Facebook, Facebook Messenger, Twitter, TikTok, Instagram, Instagram Messenger, Snapchat, Telegram, WhatsApp, Reddit, and Google Messenger.

Definition of “curriculum.”

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Students include both children enrolled in Rochester Public Schools as well as any teacher attending a conference, seminar or symposium designed to improve their teaching or cultural competency.

Definition of “vendor.”

Vendor is a person or organization contracted by an entity or representative of Rochester Public Schools that provides a service, training, education, curriculum, or any guidance to the School Board, Administration, Educators, or Students of the Rochester School District.

Definition of “Intersectionality.”

Intersectionality is the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

E.g., "through an awareness of intersectionality, we can better acknowledge and ground the differences among us."

Definition of “Critical Race Theory”

Critical Race Theory refers to, but is not limited for the purposes of this data request, to the following concepts, while recognizing the evolving and malleable nature of CRT:

- Recognition that race is not biologically real but is socially constructed and socially significant. It recognizes that science (as demonstrated in the Human Genome Project) refutes the idea of biological racial differences. For instance, according to scholars Richard Delgado and Jean Stefancic, race is the product of social thought and is not connected to biological reality.
- Acknowledgement that racism is a normal feature of society and is embedded within systems and institutions, like the legal system, that replicate racial inequality. This dismisses the idea that racist incidents are aberrations but instead are manifestations of structural and systemic racism.
- Rejection of popular understandings about racism, such as arguments that confine racism to a few “bad apples.” CRT recognizes that racism is codified in law, embedded in structures, and woven into public policy. CRT rejects claims of meritocracy or “colorblindness.” CRT recognizes that it is the systemic nature of racism that bears primary responsibility for reproducing racial inequality.
- Recognition of the relevance of people’s everyday lives to scholarship. This includes embracing the lived experiences of people of color, including those preserved through storytelling, and rejecting deficit-informed research that excludes the epistemologies of people of color.

The Requests.

I hereby request the following data, under the Minnesota Government Data Practices Act:

Superintendent and Administration

1. Provide any and all e-mails and documents from Interim Superintendent Pekel that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
2. Provide any and all text messages from Interim Superintendent Pekel made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
3. Provide any and all Curriculum produced by the Rochester School District, including from its component schools, for the last 2 years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events.
4. Provide any and all documents produced by Rochester School District vendors, for the last two years, that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
5. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
6. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
7. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the Rochester School District to advise on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the Rochester School District.
8. Provide any and all PowerPoint decks, documents, or guidance relating to the Rochester Public School District and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, and social justice over the last two years.

9. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the Rochester School District through school resources such as mail, e-mails or text messages over the last two years.
10. Provide a list and the payments made from groups that utilized Rochester School District buildings for events or rentals over the last two years.
11. Provide a list and the resources utilized by any Rochester Public School District or its component school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester School Board

12. Provide any and all e-mails and documents from any member of the Rochester School Board that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
13. Provide any and all text messages from Rochester School Board members made on government funded cell phones, for the last two years, that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, critical race theory.
14. Provide any and all documents produced by the Rochester School Board, for the last two years in the following subjects, and mentions equity, social justice, cultural competency, race, intersectionality, or critical race theory:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events.
15. Provide any and all documents produced by Rochester School Board vendors, for the last two years, that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
16. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years by vendors engaged by the Rochester School Board.

17. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years by vendors engaged by the Rochester School Board.
18. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the Rochester School Board related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the organization the consultant, advisors, or staff worked for on behalf of the Rochester School Board.
19. Provide any and all PowerPoint decks, documents, or guidance relating to the Rochester Public School Board and its members in regard to equity, race, CRT, cultural competency, intersectionality, and social justice over the last two years.
20. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials or staff of the Rochester School Board through District resources such as mail, e-mails or text messages over the last two years.

Rochester Mayo High School

21. Provide any and all e-mails and documents from Principal Prigge, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
22. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
23. Provide any and all text messages from Principal Prigge, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
24. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
25. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:

History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,

26. Provide a list of any and all vendors engaged by the High School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
27. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
28. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
29. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
30. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
31. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
32. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
33. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Century High School

34. Provide any and all e-mails and documents from Principal Denzer, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
35. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
36. Provide any and all text messages from Principal Denzer, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
37. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
38. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
39. Provide a list of any and all vendors engaged by the High School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
40. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
41. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
42. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two

years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.

43. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
44. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
45. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
46. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester John Marshall High School

47. Provide any and all e-mails and documents from Principal Johnson, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
48. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
49. Provide any and all text messages from Principal Johnson, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
50. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
51. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:

History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,

52. Provide a list of any and all vendors engaged by the High School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
53. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
54. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
55. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
56. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
57. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
58. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
59. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Alternative Learning Center (ALC)

60. Provide any and all e-mails and documents from Principal Limberg, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
61. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
62. Provide any and all text messages from Principal Limberg, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
63. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
64. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
65. Provide a list of any and all vendors engaged by the school related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
66. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
67. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
68. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two

years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.

69. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
70. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
71. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
72. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Friedell Middle School

73. Provide any and all e-mails and documents from Principal Lundak, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
74. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
75. Provide any and all text messages from Principal Lundak, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
76. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
77. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:

History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,

78. Provide a list of any and all vendors engaged by the Middle School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
79. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
80. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
81. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
82. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
83. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
84. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
85. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester John Adams Middle School

86. Provide any and all e-mails and documents from Principal Goetz, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
87. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
88. Provide any and all text messages from Principal Goetz, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
89. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
90. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
 - History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
91. Provide a list of any and all vendors engaged by the Middle School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
92. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
93. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
94. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two

years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.

95. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
96. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
97. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
98. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Kellogg Middle School

99. Provide any and all e-mails and documents from Principal McAndrews, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
100. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
101. Provide any and all text messages from Principal McAndrews, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
102. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
103. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,

104. Provide a list of any and all vendors engaged by the Middle School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
105. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
106. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
107. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
108. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
109. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
110. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
111. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Willow Creek Middle School

112. Provide any and all e-mails and documents from Principal Kappel, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.

113. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
114. Provide any and all text messages from Principal Kappel, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
115. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
116. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
117. Provide a list of any and all vendors engaged by the Middle School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
118. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
119. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
120. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
121. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.

122. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
123. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
124. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Bamber Valley Elementary School

125. Provide any and all e-mails and documents from Principal Engbrecht, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
126. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
127. Provide any and all text messages from Principal Engbrecht, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
128. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
129. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
130. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.

131. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
132. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
133. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
134. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
135. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
136. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
137. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Bishop Elementary School

138. Provide any and all e-mails and documents from Principal Groehler, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
139. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
140. Provide any and all text messages from Principal Groehler, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.

141. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
142. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
143. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
144. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
145. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
146. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
147. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
148. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
149. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.

150. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Churchill-Hoover Elementary School

151. Provide any and all e-mails and documents from Principal Eversman, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
152. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
153. Provide any and all text messages from Principal Eversman, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
154. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
155. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
 - History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
156. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
157. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
158. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
159. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences,

seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.

160. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
161. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
162. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
163. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Elton Hills Elementary School

164. Provide any and all e-mails and documents from Principal Willman, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
165. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
166. Provide any and all text messages from Principal Willman, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
167. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
168. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:

History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,

169. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
170. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
171. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
172. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
173. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
174. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
175. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
176. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Folwell Elementary School

177. Provide any and all e-mails and documents from Principal Moritz, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
178. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
179. Provide any and all text messages from Principal Moritz, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
180. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
181. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
182. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
183. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
184. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
185. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.

186. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
187. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
188. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
189. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Franklin and Montessori at Franklin Elementary School

190. Provide any and all e-mails and documents from Principal Pearson, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
191. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
192. Provide any and all text messages from Principal Pearson, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
193. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
194. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
 - History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,

195. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
196. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
197. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
198. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
199. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
200. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
201. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
202. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Gage Elementary School

203. Provide any and all e-mails and documents from Principal Davidson, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
204. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.

205. Provide any and all text messages from Principal Davidson, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
206. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
207. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
208. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
209. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
210. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
211. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
212. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
213. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.

214. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
215. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Gibbs Elementary School

216. Provide any and all e-mails and documents from Principal Randall, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
217. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
218. Provide any and all text messages from Principal Randall, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
219. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
220. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
 - History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
221. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
222. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.

223. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
224. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
225. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
226. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
227. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
228. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Jefferson Elementary School

229. Provide any and all e-mails and documents from Principal Klavetter, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
230. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
231. Provide any and all text messages from Principal Klavetter, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
232. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:

Equity, social justice, cultural competency, race, intersectionality, or CRT.

233. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
234. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
235. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
236. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
237. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
238. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
239. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
240. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
241. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Lincoln K-8 Elementary School

242. Provide any and all e-mails and documents from Principal Sonju, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
243. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
244. Provide any and all text messages from Principal Sonju, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
245. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
246. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
247. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
248. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
249. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
250. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.

251. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
252. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
253. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
254. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Longfellow 45-15 Elementary School

255. Provide any and all e-mails and documents from Principal Adams, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
256. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
257. Provide any and all text messages from Principal Adams, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
258. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
259. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
 - History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,

260. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
261. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
262. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
263. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
264. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
265. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
266. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
267. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Pinewood Elementary School

268. Provide any and all e-mails and documents from Principal Schrantz, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
269. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.

270. Provide any and all text messages from Principal Schrantz, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
271. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
272. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
273. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
274. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
275. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
276. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
277. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
278. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.

279. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
280. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Riverside Central Elementary School

281. Provide any and all e-mails and documents from Principal Ruzek, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
282. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
283. Provide any and all text messages from Principal Ruzek, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
284. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
285. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
 - History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
286. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
287. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.

288. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
289. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
290. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
291. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
292. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
293. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Sunset Terrace Elementary School

294. Provide any and all e-mails and documents from Principal Hogen, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
295. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
296. Provide any and all text messages from Principal Hogen, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
297. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:

Equity, social justice, cultural competency, race, intersectionality, or CRT.

298. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
299. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
300. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
301. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
302. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
303. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
304. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
305. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
306. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Washington Elementary School

307. Provide any and all e-mails and documents from Principal Schroder, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
308. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
309. Provide any and all text messages from Principal Schroder, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
310. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
 - Equity, social justice, cultural competency, race, intersectionality, or CRT.
311. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
 - History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,
312. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
313. Provide a list of any and all conferences, seminars, or symposia offered to teachers over the last two years.
314. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
315. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.

316. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
317. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
318. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
319. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Rochester Distance Learning Education

320. Provide any and all e-mails and documents from Assistant Principal Neumann, Assistant Principals, or school staff that mentions or relates to equity, social justice, cultural competency, race, intersectionality, or CRT.
321. Provide any and all e-mails and documents from Educators that mention or relate to equity, social justice, cultural competency, race, intersectionality, or CRT.
322. Provide any and all text messages from Assistant Principal Neumann, Assistant Principals, or school staff made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
323. Provide any and all text messages from educators made on government funded cell phones that reference the following topics:
Equity, social justice, cultural competency, race, intersectionality, or CRT.
324. Provide any and all Curriculum produced by school educators or administrators, for the last two years in the following subjects:
History, Social Studies, Geography, English, English Literature, US History, World History, any courses with a sociological or cultural theme, any courses with a curriculum that includes a discussion of current events,

325. Provide a list of any and all vendors engaged by the Elementary School related to guidance on curriculum or provided conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years.
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327. Provide the curriculum for any and all conferences, seminars, or symposia offered to teachers over the last two years.
328. Provide a list and the costs associated with any consultants, advisors, or staff engaged by the School related to guidance on curriculum or provide conferences, seminars or symposia to instruct teachers that reference or relate to equity, social justice, cultural competency, race, intersectionality, or CRT over the last two years. Please include in the list the entity the consultant, advisors, or staff worked for on behalf of the School.
329. Provide any and all PowerPoint decks, documents, or guidance relating to this school and its officials and educators in regard to equity, race, CRT, cultural competency, intersectionality, or social justice.
330. Provide any and all Education Minnesota or other teacher's union materials or documents sent to officials and educators in the School through school resources such as mail, e-mails or text messages.
331. Provide a list and the payments made from groups that utilized school buildings for events or rentals over the last two years.
332. Provide a list and the resources utilized by any school student groups for equity, social justice, cultural competency, race, intersectionality, or CRT.

Sincerely,

/s/Nicholas R. Morgan

NRM/mg