

## **Agenda**

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Mission Statement "Educate and inspire all learners to reach their full potential."**
4. **Adoption of Agenda**
5. **Recognitions**
6. **Audience Recognition**
7. **Consent items**
  - 7.1. Approve meeting minutes from the Regular Meeting held on June 21, 2023
  - 7.2. Approve June 2023 Treasurer's report and bills
  - 7.3. Approve 1st National Bank of Walker as official depository for 2023-24
  - 7.4. Approve Pemberton, Sorlie, Rufer, Kerschner, PLLP, as school attorneys for 2023-24
  - 7.5. Adopt District Policy # 418 with revisions as written
  - 7.6. Adopt District Policy #419 with revisions as written
  - 7.7. Second Reading and Approval of Policies: 425, 446, 502, 505, 508, 509, 510, 511, 514, and 516.5
  - 7.8. Accept the bid from Epic LLC for snow removal at the Longville bus garage for the 2023-24 school year (1"-5" snow accumulation at \$150 per hour, 6" or more at \$200 per hour)
  - 7.9. Accept the bid from Ferrellgas for propane for 2023-24 school year (\$1.399 per gal)
  - 7.10. Accept the bid from Sandstrom's for milk during the 2023-24 school year (1% white milk for \$.33 per carton and chocolate milk for \$.36 per carton)
  - 7.11. Accept the bid from Outdoor Creations & Renovations for snow removal at the Remer campus during the 2023-24 school year (\$97 per hour)
  - 7.12. Approve the resolution accepting gifts/donations to Northland Community Schools: Whereas the following; therefore, BE IT RESOLVED by the School Board of Northland Community Schools District 118, Remer, and State of Minnesota as follows: The Northland Community Schools - District 118 School Board does hereby accept the following donations:
    - \$1200 from the Northland Lions Club for Band
    - \$100 from David and Sharon Rouse for Trap Club
8. **Reports**
  - 8.1. **Early Education Report**
  - 8.2. **Business Manager Report**
  - 8.3. **Elementary Principal/Activities Director Report**
  - 8.4. **Principal Report**
  - 8.5. **Facilities Report**
  - 8.6. **Indian Education Report**
  - 8.7. **CE Report**

## 9. Superintendent Report

### 10. New Business

- 10.1. Approve renewal of the 2023-24 Business Manager contract with ARCC for Lori Backlund
- 10.2. Approve the 2023-24 Coaches Handbook
- 10.3. Approve the 2023-24 Extra Curricular Activities Handbook
- 10.4. Discussion and possible action regarding seal coating quotes for the front parking lot project
- 10.5. Call for bids for fuel oil for 2023-24 with a bid opening on August 9, 2023
- 10.6. Recommendations from Monday, July 10, 2023 Policy Committee meeting
  - 10.6.1. Adopt District Policy #102 with revisions as written
  - 10.6.2. Adopt District Policy #424 with revisions as written
  - 10.6.3. Adopt District Policy #507 with revisions as written
  - 10.6.4. Adopt District Policy #513 with revisions as written
  - 10.6.5. Adopt District Policy #524 with revisions as written
  - 10.6.6. Adopt District Policy #532 with revisions as written
  - 10.6.7. First reading of revised Policy #534
  - 10.6.8. Adopt District Policy #601 with revisions as written
  - 10.6.9. Adopt District Policy #602 with revisions as written
  - 10.6.10. Adopt District Policy #603 with revisions as written
  - 10.6.11. Adopt District Policy #604 with revisions as written
  - 10.6.12. Adopt District Policy #613 with revisions as written
  - 10.6.13. First reading of revised MSBA Policy #616
  - 10.6.14. First Reading of revised Policy #617
  - 10.6.15. First Reading of revised Policy #618
  - 10.6.16. Adopt MSBA's new policy "Literacy and the READ Act" as District Policy #621
  - 10.6.17. Adopt MSBA's new policy "Online Instruction" as District Policy #624
  - 10.6.18. Adopt District Policy #708 revisions as written
  - 10.6.19. First Reading of revised Policy #709
  - 10.6.20. First Reading of revised District Policy #806
- 10.7. **Resolution Stating the Intention of the School Board to Approve the FY24 LTFM Plan: whereas the following; BE IT RESOLVED by the School Board of Independent School District No. 118, State of Minnesota, approves the district's Long Term Facilities Maintenance Plan. The Board will follow the LTFM Legislation as follows:**
  1. **The district will maintain and implement a health and safety program that complies with regulations.**
  2. **The district will maintain an indoor air quality management program.**
  3. **As outlined in the LTFM plan, the district intends to use the dollars in a pay-as-you-go format.**

### 11. Personnel

- 11.1. Approve the hire of Rod Anderson as 1.0 FTE Science teacher for the 2023-24 school year at MA+15, Step 10 with a start date of August 28, 2023
- 11.2. Approve the 2023-2025 Memorandum of Employment between ISD #118 and Executive Secretary, Tina Anderson, effective July 1, 2023

- 11.3. Approve the 2023-2025 Memorandum of Employment between ISD #118 and Community Education Program Coordinator, Jennifer Welk
12. **Other school business which can legally be brought before the Board**
13. **Next Meeting Dates:**
  - Work Session, August 2, 5:30pm
  - Regular Meeting, August 16, 5:30pm
14. **Adjournment**

## Regular Meeting

Wednesday, June 21, 2023 5:30 PM

Northland High School Room C113, 316 Main St E, Remer, MN 56672

Aaron Ammerman: Present  
Linda Knox: Present  
Terri Nystrom: Present  
Seth Robison: Present  
Marc Ruyak: Present  
Tyler Seifert: Present  
Bill Wake: Absent

### 1. Call to Order

### 2. Pledge of Allegiance

### 3. Mission Statement "Educate and inspire all learners to reach their full potential."

### 4. Adoption of Agenda

### 5. Recognitions

5.1. The Music Department at Northland Community Schools would like to recognize Randi Robinson, Beverly Gaines, Carol McInnes and a party wishing to remain anonymous for their donations of pre-owned musical instruments.

5.2. Board members, staff and students of Northland Community Schools would like to thank Lake Country Power for awarding a grant in the amount of \$50,000.00 to fund the outdoor playground project. Greg Schulzetenberg, Manager of Community Relations and Marketing, will be in attendance on behalf of Lake Country Power.

### 6. Audience Recognition

### 7. Consent items

#### Action(s):

Approve Consent Agenda. This motion, made by Terri Nystrom and seconded by Linda Knox, Passed.

#### Voting Detail:

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

7.1. Approve the minutes from May 17, 2023 Regular Meeting

7.2. Approve May 2023 Treasurer's Report and Bills

7.3. Adopt Policy #508 with MSBA changes to MN State Statute references

7.4. Approve additions and corrections to SY23-24 coaches and advisors from the previous board meeting on May 19, 2023

7.4.1. Approve Fall Coaches for 2023-24

Jeremy Schwarz - Football Head  
Jason Knapp - Football Assistant  
Chuck Holm - Football Assistant  
~~Jonathan Cowell~~ - Football JH (open SY23-24)  
Sam Sparen - Football JH  
Stacey Wake - Volleyball Head  
Izabella Bishop - Volleyball Assistant  
October Soyring - Volleyball JH  
~~Cortney Christensen~~ - Cross Country Head (open SY23-24)

7.4.2. Approve Winter Coaches for 2023-24:

~~Chris Carlson~~ - Boys Basketball Head (open for SY23-24)  
~~Bill Wake~~ - Boys Basketball Assistant (open for SY23-24)  
Sam Sparen - Boys Basketball JH  
Stacey Johnson - Girls Basketball Head  
Angela Lewandowski - Girls Basketball Assistant  
Ray Dauphinais - Girls Basketball JH  
~~Stacey Wake~~ - Girls Basketball JH (open SY23-24)

7.4.3. **Approve Advisors for 2023-2024**

Abbie Newman - Knowledge Bowl  
Tristen Heller - Band  
Leah Monroe - Quiz Bowl, Drum Group and Dance Group  
Jenny Swankier - Quiz Bowl  
Tandy Kibbler - Yearbook Advisor  
Terri Shepard - Elementary Student Leadership (co-advisor)  
Erin Diedrich - Elementary Student Leadership (co-advisor)  
~~Stacey McKinney~~ - Student Leadership Advisor (open of SY23-24)  
Stacey McKinney - Senior Class Advisor  
Terri Shepard - PBIS Coordinator  
Carol Procopio - Mentor Coordinator  
Katelyn Edstrom - AVID Coordinator  
Brenda Snakenberg - Concessions Coordinator  
Colby Gallagher - Robotics Head  
Nate Sharp - Robotics Assistant  
Mark Gravelle - Trap Club (co-advisor)  
Tyler Siefert - Trap Club (co-advisor)

7.5. Approve the resolution accepting gifts/donations to Northland Community Schools:

7.6. Whereas the following; therefore,  
BE IT RESOLVED by the School Board of

Northland Community Schools District 118, Remer, and State of Minnesota as follows:  
The Northland Community Schools - District 118 School Board does hereby accept the following gifts/donations:

- Bundy II Flute - Randi Robinson
- Yamaha Advantage Trombone - Anonymous
- American Gloritone Metal Clarinet - Beverly Gaines
- Conn Shooting Star Saxophone - Beverly Gaines
- Strasser Clarinet - Carol McInnes

## 8. Reports

### 8.1. Early Education Report

### 8.2. Business Manager Report

- 8.2.1. Summary of LTFM meeting held on June 16, 2023 **Presenter:** Lori Backlund joining virtually

### 8.3. Elementary Principal/Activities Director Report

### 8.4. Principal Report

### 8.5. Facilities Report

### 8.6. Indian Education Report

### 8.7. CE Report

## 9. Superintendent Report

## 10. New Business

- 10.1. Review policy renewal rates from Weizenegger Engel Insurance **Presenter:** Jake Huser joining virtually  
**Discussion:** Presenter Jake Huser joined virtually to summarize the policy renewal and answer questions

- 10.2. Approve Proposed Revenue/Expenditure Budget for FY24

**Action(s):**

Approved the proposed Revenue/Expenditure budget for FY24. This motion, made by Tyler Seifert and seconded by Seth Robison, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.3. Discussion and possible approval to include Juneteenth as a paid holiday

**Action(s):**

Approved adding June 19th (Juneteenth) as a paid holiday for employees whose regular work schedules include the holiday. This motion, made by Marc Ruyak and seconded by Seth Robison, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.4. Approve request to recycle or sell obsolete technology equipment as per Policy #802

**Action(s):**

Approved selling or recycling obsolete technology as per policy #802. This motion, made by Tyler Seifert and seconded by Linda Knox, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.5. Review and discuss the quotes for paving the area bordering the main entrance parking lot.

**Action(s):**

After reviewing the quotes that were submitted, a motion was made to accept the quote from Anderson Bros. at \$20,935 and move forward with the paving project. This motion, made by Marc Ruyak and seconded by Aaron Ammerman, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.6. Approve MSHSL Resolution for 2023-24

**Action(s) :**

Whereas the following; therefore, be it resolved by the School Board of Northland Community Schools -District 118, Remer, and the State of Minnesota does hereby accept the following: MSHSL Resolution for SY 2023-24. This motion, made by Linda Knox and seconded by Seth Robison, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
 Linda Knox: Yea  
 Terri Nystrom: Yea  
 Seth Robison: Yea  
 Marc Ruyak: Yea  
 Tyler Seifert: Yea  
 Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

Review Service Agreements and Memberships and compare costs from FY23 to Fy24

	FY23	FY24
AD Management	\$4,000.00	\$3,000.00
ARCC*	\$22,279.41	\$22,489.50
IASC SPED	\$46,583.00 (FY22)	
Little Sand Lease	\$900.00/month	\$1050.00/month
MREA	\$1,195.00	\$1,452.00
MSBA (inc. Boardbook)	\$5,827.00	\$5,882.00
North Homes Pre-K	\$50/hr. not to exceed \$900.00	No changes for FY24

\*see attached Statistics and Fees Analysis included with agenda item 11.11 for breakdown of cost by service type

10.7. Approve renewal of FY24 MREA membership

**Action(s) :**

Approved the renewing the MREA membership for FY2024. This motion, made by Aaron Ammerman and seconded by Linda Knox, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
 Linda Knox: Yea  
 Terri Nystrom: Yea  
 Seth Robison: Yea  
 Marc Ruyak: Yea  
 Tyler Seifert: Yea  
 Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.8. Approve renewal of MSBA membership for FY24

**Action(s) :**

Approved renewing the MSBA membership for FY24. This motion, made by Linda Knox and seconded by

Seth Robison, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.9. Approve the contract with AD Management/Brett Schimek for 2023-24

**Action(s):**

Approved renewing the contract with AD management/Brent Schimek for SY2023-24. This motion, made by Tyler Seifert and seconded by Terri Nystrom, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.10. Approve renewal of Early Childhood contract with North Homes for SY2023-24

**Action(s):**

Approved renewing the Early Childhood service agreement with North Homes for SY2023-24. This motion, made by Linda Knox and seconded by Seth Robison, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.11. Approve renewal of Special Education Programming Services Agreement with IASC for 23-24

**Action(s):**

Approved renewing the Special Education Programming Services Agreement with IASC for SY2023-24. This motion, made by Linda Knox and seconded by Terri Nystrom, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.12. Approve the Contract for Services between  
ISD #118 and ARCC for 2023-24

**Action(s) :**

Approved the FY24 Contract for Services between  
ARCC and ISD #118. This motion, made by Tyler  
Seifert and seconded by Linda Knox, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.13. Approve lease renewal for FY24 with  
Little Sand Group Homes

**Action(s) :**

Approved the FY24 lease with Little Sand Learning  
Center. This motion, made by Seth Robison and  
seconded by Linda Knox, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.14. Approve extension of existing Speech  
Partners contract to August 2023 in the event  
that services are needed to serve 2nd session  
summer school students

**Action(s) :**

Approved extension of the existing contract with  
Speech Partners in the event services are needed  
for students prior to the start of SY2023-24.  
This motion, made by Tyler Seifert and seconded  
by Linda Knox, Passed.

**Voting Detail:**

Aaron Ammerman: Yea

Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.15. Accept the quote from Hogle Bus Company for purchase and installation of school bus cameras for buses

**Action(s):**

Approved the quote from Hogle Bus Company to purchase and install stop arm cameras with funding secured from the Minnesota School Bus Stop Arm Grant. This motion, made by Seth Robison and seconded by Tyler Seifert, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.16. Approve the resolution to dissolve the co-op agreement for Track and Field/Cross Country between Northland and Deer River, to be replaced with a co-op agreement including both Deer River and Hill City

**Action(s):**

Approve dissolving the Track and Field/Cross Country co-op between Northland Community Schools and Deer River to enter into a co-op agreement between Northland Community Schools, Deer River and Hill City. This motion, made by Linda Knox and seconded by Tyler Seifert, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

Approve using Esser 161 funds to purchase weight room equipment and add a multi-use outdoor court and/or Safety Town to the campus. This motion, made by Linda Knox and seconded by Aaron Ammerman, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

**Discussion:** The multi-use court project has been approved in the planning stage. Considerations regarding placement on the campus and the addition of a fence are pending.

10.17. Discussion to use Esser 161 funds for weight room equipment, Safety Town and/or a multi-use court

**Action(s):**

Approved the use of Esser 161 funds for weight room equipment, Safety Town and/or a multi-use court. This motion, made by Linda Knox and seconded by Aaron Ammerman, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

**Discussion:** The location of a multi-use court including Safety Town and installation of a fence is being determined

10.18. 1st reading of Policy # 509 with MSBA changes effective July 1, 2023.

**Discussion:** No call for action on policy 509, 510, 511 and 515 due to being first reading status

10.19. First Reading of Revised Policy #510

10.20. First Reading of Revised Policy #511

10.21. First reading of Policy #515 with MSBA

10.22. Changes

\*\*\*No action taken for policies 509, 510, 511, and 515 due to being in First Reading status

10.23. Review and adopt original MSBA Policy# 516.5 "Overdose Medication" as written

**Action(s):**

Approve adopting MSBA Policy #516.5 with no changes, effective July 1, 2023. This motion, made by Seth Robison and seconded by Aaron

Ammerman, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

10.24. Approve resolution for the Designation of an Identified Official with Authority for Education Identity Access Management and for a proxy.

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local education agency that uses the Education Identity Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties. The Superintendent recommends the Board authorize Mary Yakibchuk, myakibchuk@isd118.org, mary.yakibchuk to act as the Identified Official with Authority (IOwA) for Northland Community Schools 0118-01 and for Tina Anderson, tina.anderson, to act as proxy for Northland Community Schools 0118-01.

**Action(s):**

Approve the appointment of Interim Superintendent, Mary Yakibchuk, as Identified Official with Authority for Education Access Management and Executive Secretary, Tina Anderson, as the proxy. This motion, made by Linda Knox and seconded by Seth Robison, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea

Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

## 11. Personnel

11.1. Approve the hire of Rod Anderson as 1.0 FTE Science Teacher for the 2023-24 school year at BA step 15, with a start date of August 28, 2023.

**Discussion:** Board Chair Ruyak tabled agenda Item #11.1 to correct an error until the Regular Meeting to be held on July 19, 2023

11.2. Approve the hire of CarrieAnn Mortenson 1.0 FTE 3rd grade teacher for the 2023-24 school year at BA step 6, with a start date of August 28, 2023

**Action(s):**

Approve the hire of CarrieAnn Mortenson as 1.0 FTE 3rd grade teacher with a start date of 8/28/23. This motion, made by Seth Robison and seconded by Aaron Ammerman, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

11.3. Approve renewal of Interim Superintendent Contract effective July 1, 2023 through June 30, 2024

**Action(s):**

Approve continuation of Mary Yakibchuk as Interim Superintendent contract from July 1, 2023 through June 30, 2024 with no changes. This motion, made by Linda Knox and seconded by Aaron Ammerman, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

11.4. Accept the resignation of Cortney Christensen, Track and Field/Cross Country coach effective June 9, 2023.

**Action(s) :**

Approve accepting the resignation of Cortney Christensen, Cross Country/Track and Field coach effective June 9, 2023. This motion, made by Linda Knox and seconded by Seth Robison, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

- 11.5. Approve reducing the Full-Time Para position to Part-Time for SY2023-24

**Action(s) :**

Approve reducing the open full-time Para position to part-time for SY2023-24. This motion, made by Linda Knox and seconded by Terri Nystrom, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

- 11.6. Discussion and possible approval to post for a Licensed Social Worker position for FY24

**Action(s) :**

Approve posting for the position of Licensed Social Worker for SY2023-24. This motion, made by Tyler Seifert and seconded by Linda Knox, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

- 11.7. Discussion and possible approval to post for Long-Term Building Sub for SY2023-24

**Action(s) :**

Approve posting for a Long-Term Building Sub, beginning SY2023-24. This motion, made by Linda Knox and seconded by Tyler Seifert, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

**12. Other school business which can legally be brought before the Board**

**Action(s):**

Approved moving forward with the proposed field project using the bid provided by ARI. This motion, made by Seth Robison and seconded by Tyler Seifert, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

**Discussion:** Upon the Board of Directors' request, Katie Hillenbrandt of ARI joined the meeting virtually to further discuss and answer questions about the bid regarding the Fall 2023 Field Project

**13. Next Meeting Dates:**

- **Regular Meeting, July 19, 2023, 5:30 p.m.**

**14. Adjournment**

**Action(s):**

Board Chair Ruyak called for a motion to adjourn at 7:26pm. This motion, made by Linda Knox and seconded by Seth Robison, Passed.

**Voting Detail:**

Aaron Ammerman: Yea  
Linda Knox: Yea  
Terri Nystrom: Yea  
Seth Robison: Yea  
Marc Ruyak: Yea  
Tyler Seifert: Yea  
Bill Wake: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

Tina Anderson, Recording Secretary

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Linda Knox, Board Clerk

Visitors: Kyndra Johnson, Jake Huser, Katie Hillenbrandt, Jill Myers

## ISD#118 Remer-Longville

### Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16143	0118	chec														
m.Simek insurance			21529	Credit	A	06/05/23	9840	Check	1	1070	RETIRE/DEDUCT:					
						0118	E 01 020 211	000 000	291	Retired Emp Benefit					146.32	0.00
														Receipt Total:	\$146.32	\$0.00
Book Fair			21530	Credit	A	06/05/23	9841	Cash	1	1154	SCHOLASTIC BOOK FAIR					
						0118	R 01 310 298	128 301	096	Elem Lib Activity					37.50	0.00
														Receipt Total:	\$37.50	\$0.00
5/26 Deposit			21531	Credit	A	06/05/23	9842	Cash	1	1069	Food Service					
						0118	B 02 230 001			Deferred Revenue					21.00	0.00
														Receipt Total:	\$21.00	\$0.00
5/30 deposit			21532	Credit	A	06/05/23	9843	Cash	1	1069	Food Service					
						0118	B 02 230 001			Deferred Revenue					5.75	0.00
														Receipt Total:	\$5.75	\$0.00
5/31 Deposit			21533	Credit	A	06/05/23	9844	Cash	1	1069	Food Service					
						0118	B 02 230 001			Deferred Revenue					15.50	0.00
														Receipt Total:	\$15.50	\$0.00
			21534	Credit	A	06/05/23	9845	Check	1	1073	BAND I					
						0118	R 01 310 298	410 301	096	Band Activity					271.00	0.00
														Receipt Total:	\$271.00	\$0.00
Pony league,Tball, Fitness Cen			21535	Credit	A	06/05/23	9846	Cash	1	1072	COMMUNITY EDUATION					
						0118	R 04 500 505	305 321	040	Tuition fm Patrons					335.00	0.00
														Receipt Total:	\$335.00	\$0.00
Indian Ed Incentives			21536	Credit	A	06/05/23	9847	Cash	1	c1	Miscellaneous Customer					
						0118	R 01 310 298	096 301	096	Indian Ed Activity					545.00	0.00
														Receipt Total:	\$545.00	\$0.00
Michaila Gosslin Yearbook			21537	Credit	A	06/05/23	9848	Check	1	1142	YEARBOOK DEPOSIT PD					
						0118	R 01 005 000	321 000	620	YEARBOOK SALES					44.15	0.00
														Receipt Total:	\$44.15	\$0.00
Brenda Snakenberg purchase			21538	Credit	A	06/05/23	9849	Check	1	1069	Food Service					
						0118	E 02 005 770	000 710	490	Food					78.22	0.00
														Receipt Total:	\$78.22	\$0.00

## ISD#118 Remer-Longville

### Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16143	0118	chec														
J.Tschida-BB uniform			21539	Credit	A	06/05/23	9850	Check	1	1108	AF ACTIVITY FEES					
						0118	R 01 310 294 250 301 096			Baseball Activity					258.00	0.00
														Receipt Total:	\$258.00	\$0.00
6/1 Deposit			21540	Credit	A	06/05/23	9851	Cash	1	1069	Food Service					
						0118	B 02 230 001			Deferred Revenue					28.00	0.00
														Receipt Total:	\$28.00	\$0.00
6/2 Deposit			21541	Credit	A	06/05/23	9852	Cash	1	1069	Food Service					
						0118	B 02 230 001			Deferred Revenue					220.40	0.00
														Receipt Total:	\$220.40	\$0.00
														<b>Deposit Total:</b>	<b>\$2,005.84</b>	<b>\$0.00</b>
16144	0118	chec														
staff lounge			21542	Credit	A	06/29/23	PESPSI	Cash	1	1112	PEPSI BOTTLING GROUF					
						0118	R 01 310 298 114 301 096			Elem Student Activity					76.40	0.00
						0118	R 01 310 298 311 301 096			High School Student Activity					76.40	0.00
														Receipt Total:	\$152.80	\$0.00
														<b>Deposit Total:</b>	<b>\$152.80</b>	<b>\$0.00</b>
16145	0118	chec														
Drum Grp Honorarium			21543	Credit	A	06/29/23	9853	Check	1	c1	Miscellaneous Customer					
						0118	R 01 310 298 096 301 096			Indian Ed Activity					300.00	0.00
														Receipt Total:	\$300.00	\$0.00
B.Johnson - June Health			21544	Credit	A	06/29/23		Check	1	1070	RETIRE/DEDUCT:					
						0118	E 01 010 203 000 000 291			Elem Retired Emp Benefit					855.67	0.00
														Receipt Total:	\$855.67	\$0.00
Rock RidgePerkins Reimbursmer			21545	Credit	A	06/29/23	9855	Check	1	1071	I A S C					
						0118	B 01 115 000					2070	05/08/23 Invoice	541.33	541.33	0.00
														Receipt Total:	\$541.33	\$0.00
band fundraiser			21546	Credit	A	06/29/23	9856	Cash	1	1073	BAND I					
						0118	R 01 310 298 410 301 096			Band Activity					128.00	0.00
														Receipt Total:	\$128.00	\$0.00
6/7/23 deposit			21547	Credit	A	06/29/23	9858	Cash	1	1069	Food Service					
						0118	B 02 230 001			Deferred Revenue					147.15	0.00
														Receipt Total:	\$147.15	\$0.00

## ISD#118 Remer-Longville Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16145	0118	chec														
Trap Shooting Acct-T.Seifert			21548	Credit	A	06/29/23	9857	Cash	1	c1						
						0118	R 01 310 298	160 301 096		Miscellaneous Customer					84.00	0.00
										Trap Shoot Donations/Fundr						
														Receipt Total:	\$84.00	\$0.00
A.Fenning			21549	Credit	A	06/29/23	9859	Cash	1	1073						
						0118	R 01 310 298	410 301 096		BAND I					59.80	0.00
										Band Activity						
														Receipt Total:	\$59.80	\$0.00
Lefty's Tent Rental			21550	Credit	A	06/29/23	9860	Check	1	c1						
						0118	R 01 310 298	114 301 096		Miscellaneous Customer					29.68	0.00
										Elem Student Activity						
														Receipt Total:	\$29.68	\$0.00
World's Finest Chocolate			21551	Credit	A	06/29/23	9861	Check	1	1073						
						0118	R 01 310 298	410 301 096		BAND I					266.98	0.00
										Band Activity						
														Receipt Total:	\$266.98	\$0.00
Indian Ed Activities			21552	Credit	A	06/29/23	9862	Check	1	1082						
						0118	R 01 310 298	096 301 096		LLBO EARLY CHILDHOOD					100.00	0.00
										Indian Ed Activity						
														Receipt Total:	\$100.00	\$0.00
Reimburse Sub Cost-A.Newman			21553	Credit	A	06/29/23		Check	1	1089						
						0118	B 01 115 000			EDUCATION MINNESOTA						
											2071	05/23/23	Invoice	125.00	125.00	0.00
														Receipt Total:	\$125.00	\$0.00
			21554	Credit	A	06/29/23	9864	Check	1	1072						
						0118	R 04 500 505	305 321 040		COMMUNITY EDUATION					2,548.00	0.00
										Tuition fm Patrons						
														Receipt Total:	\$2,548.00	\$0.00
6/13/23 Deposit			21555	Credit	A	06/29/23	9865	Check	1	1069						
						0118	B 02 230 001			Food Service					66.15	0.00
										Deferred Revenue						
														Receipt Total:	\$66.15	\$0.00
			21556	Credit	A	06/29/23	9866	Check	1	1071						
						0118	B 01 115 000			I A S C						
											2073	06/01/23	Invoice	2,583.12	2,583.12	0.00
														Receipt Total:	\$2,583.12	\$0.00
6/20 Deposit			21557	Credit	A	06/29/23	9867	Cash	1	1069						
						0118	B 02 230 001			Food Service					3.75	0.00
										Deferred Revenue						
														Receipt Total:	\$3.75	\$0.00

## ISD#118 Remer-Longville Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
16145	0118	chec															
HRT Cert L1 Fee Reimbursemen			21558	Credit	A	06/29/23	9868	Check	1	1167	SOURCEWELL						
						0118	R 01 005 000	200 000	096	Sourcewell Grants/Awards					2,000.00	0.00	
														Receipt Total:	\$2,000.00	\$0.00	
Trap Donation-David rouse			21559	Credit	A	06/29/23	9869	Check	1	c1	Miscellaneous Customer						
						0118	R 01 310 298	160 301	096	Trap Shoot Donations/Fundr					100.00	0.00	
														Receipt Total:	\$100.00	\$0.00	
Cancellation of premium			21560	Credit	A	06/29/23	9870	Check	1	1172	LIBERTY MUTUAL INSUR.						
						0118	E 03 005 760	000 720	340	Vehicle Insurance					530.00	0.00	
														Receipt Total:	\$530.00	\$0.00	
			21561	Credit	A	06/29/23	9871	Check	1	1016	ISD #319 NASH/KEE						
						0118	B 01 115 000					2072	05/25/23	Invoice	1,500.00	1,500.00	0.00
														Receipt Total:	\$1,500.00	\$0.00	
Arvig Jul-Dec 22 Rebate			21562	Credit	A	06/29/23	9872	Check	1	c1	Miscellaneous Customer						
						0118	E 01 005 110	000 000	899	Misc Expenses					205.00	0.00	
														Receipt Total:	\$205.00	\$0.00	
R. Lathrop May-July			21563	Credit	A	06/29/23	9873	Check	1	1070	RETIRE/DEDUCT:						
						0118	E 01 010 203	000 000	291	Elem Retired Emp Benefit					142.62	0.00	
														Receipt Total:	\$142.62	\$0.00	
			21564	Credit	A	06/29/23	9874	Check	1	1132	CASS COUNTY/LEECH L/						
						0118	B 01 115 000					2074	06/08/23	Invoice	35,000.00	35,000.00	0.00
														Receipt Total:	\$35,000.00	\$0.00	
			21565	Credit	A	06/29/23	9875	Check	1	1161	MSHSL						
						0118	R 01 310 292	110 000	096	ACTIVITY					212.50	0.00	
														Receipt Total:	\$212.50	\$0.00	
														<b>Deposit Total:</b>	<b>\$47,528.75</b>	<b>\$0.00</b>	
16146	0118	2															
SERVS reimbursements			21566	Credit	A	06/29/23	06292023	Wire	1	MDE	Minn Dept of ED						
						0118	R 01 005 000	012 161	400	Federal Aids & Grant					18,690.97	0.00	
						0118	R 01 005 000	012 155	400	Federal Aids & Grant					15,107.75	0.00	
						0118	R 01 005 000	012 155	400	Federal Aids & Grant					28,905.20	0.00	
						0118	R 01 005 000	012 155	400	Federal Aids & Grant					3,072.25	0.00	

## ISD#118 Remer-Longville

### Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16146	0118	2														
SERVS reimbursements																
			21566	Credit	A	06/29/23	06292023	Wire	1	MDE						
						0118	R 01 005 000	011	433	400						
										Minn Dept of ED						
										Title IV part A, Prior Year					871.12	0.00
														Receipt Total:	\$66,647.29	\$0.00
														<b>Deposit Total:</b>	<b>\$66,647.29</b>	<b>\$0.00</b>
16147	0118	2														
Servs Reimbursements																
			21567	Credit	A	06/22/23	06222029	Wire	1	MDE						
						0118	R 01 005 000	012	160	400						
										Federal Aids & Grant					8,472.33	0.00
						0118	R 01 005 000	000	740	360						
										Special Ed Aid					3,172.04	0.00
						0118	R 01 005 000	000	633	400						
										Federal Aids & Grant					540.69	0.00
														Receipt Total:	\$12,185.06	\$0.00
														<b>Deposit Total:</b>	<b>\$12,185.06</b>	<b>\$0.00</b>
16148	0118	2														
Org Warrent EFT																
			21568	Credit	A	06/16/23	06162023	Wire	1	MDE						
						0118	R 01 005 000	000	000	099						
										Misc Revenue					15.00	0.00
						0118	R 01 005 000	000	000	099						
										Misc Revenue ORG Warrent					651.44	0.00
														Receipt Total:	\$666.44	\$0.00
														<b>Deposit Total:</b>	<b>\$666.44</b>	<b>\$0.00</b>
16149	0118	2														
Food Svc & ELSA																
			21569	Credit	A	06/15/23	06152023	Wire	1	MDE						
						0118	R 04 500 582	000	337	300						
										Pathways II					4,374.99	0.00
						0118	R 04 500 582	000	337	300						
										Pathways II					4,374.99	0.00
						0118	R 04 500 582	000	337	300						
										Pathways II					4,375.08	0.00
						0118	R 02 005 770	000	701	300						
										STATE SCH LUNCH					949.19	0.00
						0118	R 02 005 770	000	705	300						
										STATE BREAKFAST					474.55	0.00
						0118	R 02 005 770	000	703	300						
										STATE SPECIAL MILK					70.80	0.00
						0118	R 02 005 770	000	706	300						
										FRESH FRUIT/VEG GRANT					1,286.53	0.00
						0118	R 02 005 770	000	705	476						
										Federal Breakfast					9,062.21	0.00
						0118	R 02 005 770	000	701	472						
										Spec Asst-Need Ch					15,718.36	0.00
						0118	R 02 005 770	000	701	472						
										Spec Asst-Need Ch					434.96	0.00
						0118	R 02 005 770	000	701	471						
										Federal Lunch Aid					4,295.23	0.00
														Receipt Total:	\$45,416.89	\$0.00
														<b>Deposit Total:</b>	<b>\$45,416.89</b>	<b>\$0.00</b>

## ISD#118 Remer-Longville Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16150	0118	2														
Food Service Reimbursements																
			21570	Credit	A	06/08/23	06082023	Wire	1	MDE						
										Minn Dept of ED						
										STATE SCH LUNCH				651.67		0.00
										STATE BREAKFAST				402.25		0.00
										Federal Breakfast				5,534.51		0.00
										Spec Asst-Need Ch				10,210.44		0.00
										Spec Asst-Need Ch				301.12		0.00
										Federal Lunch Aid				2,973.56		0.00
														Receipt Total:	\$20,073.55	\$0.00
														<b>Deposit Total:</b>	<b>\$20,073.55</b>	<b>\$0.00</b>
16151	0118	2														
Spec Ed Tuition Billing																
			21571	Credit	A	06/07/23	06072023	Wire	1	MDE						
										Minn Dept of ED						
										Tuition Fr Out-State Dist				1,726.56		0.00
														Receipt Total:	\$1,726.56	\$0.00
														<b>Deposit Total:</b>	<b>\$1,726.56</b>	<b>\$0.00</b>
16152	0118	2														
IDEAS payment																
			21572	Credit	A	06/20/23	06202023	Wire	1	MDE						
										Minn Dept of ED						
										Gen Ed/Spar/Pen Adj Aid				28,584.56		0.00
										Special Ed Aid				128,673.11		0.00
										SUCCESS F/T FUTURE				62,506.80		0.00
														Receipt Total:	\$219,764.47	\$0.00
														<b>Deposit Total:</b>	<b>\$219,764.47</b>	<b>\$0.00</b>
16153	0118	chec														
Cass County 50% Adv																
			21573	Credit	A	06/05/23	06052023	Wire	1	1097						
										CASS COUNTY AUDITOR						
										Taxes				751,985.45		0.00
														Receipt Total:	\$751,985.45	\$0.00
														<b>Deposit Total:</b>	<b>\$751,985.45</b>	<b>\$0.00</b>
16154	0118	chec														
Chippewa Natl Forest																
			21574	Credit	A	06/08/23	06082023	Wire	1	1097						
										CASS COUNTY AUDITOR						
										Misc. Local Taxes				61,653.62		0.00
														Receipt Total:	\$61,653.62	\$0.00
														<b>Deposit Total:</b>	<b>\$61,653.62</b>	<b>\$0.00</b>

## ISD#118 Remer-Longville

### Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16155	0118	chec														
Premier EDI payments			21575	Credit	A	06/30/23	06302023	Wire	1	C1						
						0118	R 01 005 000	000 000	099	Misc Revenue					70.13	0.00
														Receipt Total:	\$70.13	\$0.00
														<b>Deposit Total:</b>	<b>\$70.13</b>	<b>\$0.00</b>
16156	0118	chec														
Campus Net Food payments onli			21576	Credit	A	06/30/23	06302023	Wire	1	1069						
						0118	B 02 230 001			Deferred Revenue					35.00	0.00
														Receipt Total:	\$35.00	\$0.00
														<b>Deposit Total:</b>	<b>\$35.00</b>	<b>\$0.00</b>
16157	0118	2														
Invoices paid by MDE Swift			21577	Credit	A	06/30/23	06302023	Wire	1	MDE						
						0118	R 01 005 000	000 000	099	Misc Revenue					276.00	0.00
						0118	R 01 005 000	000 000	099	Misc Revenue					500.00	0.00
						0118	R 01 005 000	000 000	099	Misc Revenue					1,150.00	0.00
														Receipt Total:	\$1,926.00	\$0.00
														<b>Deposit Total:</b>	<b>\$1,926.00</b>	<b>\$0.00</b>
														Report Total:	\$1,231,837.85	\$0.00

**Northland Community Schools ISD# 118**  
**FY 2023 Through June 2023**

2021 - 2022  
 EXP/REV Report  
 June23

<b>EXPENDITURES</b>	<b>Actual 2021-22 Expenses</b>	<b>Revised* Budgeted 2022-23 Expenses</b>	<b>YTD June 2021-22 Expenses</b>	<b>YTD June 2022-23 Expenses</b>	<b>% of 2021-22 Budget</b>	<b>June FY '22 vs June FY '23 Difference</b>	<b>% of 2022-23 Budget</b>
<b>Fund</b>							
General Fund (01)	6,914,246	8,377,705	6,855,898	8,052,615	99.2%	1,196,717	96.1%
Administrative & Support Svc	672,003	998,543	689,204	804,805	102.6%	115,601	80.6%
Regular Instruction	3,207,021	3,170,345	3,141,178	3,190,486	97.9%	49,309	100.6%
Vocational Instruction	45,225	30,554	42,623	34,476	94.2%	(8,147)	112.8%
Special Education Inst	1,178,912	1,037,670	1,205,419	1,158,215	102.2%	(47,204)	111.6%
Instructional Support	486,741	322,898	458,161	405,649	94.1%	(52,512)	125.6%
Pupil Support	222,308	1,978,522	222,308	1,615,159	100.0%	1,392,851	81.6%
Sites & Buildings	1,046,511	788,173	1,041,480	776,129	99.5%	(265,352)	98.5%
Fiscal & Other Fixed Costs	55,525	51,000	55,525	67,596	100.0%	12,071	132.5%
Food Service (02)	275,220	269,013	254,446	276,031	92.5%	21,585	102.6%
Transportation (03)	481,320	485,034	526,085	594,251	109.3%	68,166	122.5%
Community Service (04)	262,161	327,554	262,161	322,873	100.0%	60,712	98.6%
Capital Outlay (05)	157,832	233,412	157,832	248,205	100.0%	90,373	106.3%
Construction (06)	44,145	440,753	44,145	470,583	100.0%	426,438	106.8%
Debt Service (07)	1,639,721	1,688,013	1,639,721	1,685,771	100.0%	46,050	99.9%
<b>Total</b>	<b>9,774,644</b>	<b>11,821,484</b>	<b>9,740,288</b>	<b>11,650,329</b>	<b>99.6%</b>	<b>1,910,041</b>	<b>98.6%</b>
<b>Total Funds 01, 03 &amp; 05</b>	<b>7,553,398</b>	<b>9,096,151</b>	<b>7,539,815</b>	<b>8,895,071</b>	<b>99.8%</b>	<b>1,355,256</b>	<b>97.8%</b>
<b>REVENUE</b>	<b>Actual *</b>	<b>Budgeted</b>	<b>YTD June</b>	<b>YTD June</b>	<b>% of</b>	<b>June FY '22</b>	<b>% of</b>
<b>Fund</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2021-22</b>	<b>vs June FY '23</b>	<b>2022-23</b>
	<b>Revenue</b>	<b>Revenue</b>	<b>Revenue</b>	<b>Revenue</b>	<b>Budget</b>	<b>Difference</b>	<b>Budget</b>
General Fund (01)	6,875,074	8,491,346	7,294,456	9,161,189	106.1%	1,866,733	107.9%
Food Service (02)	391,501	258,299	353,951	268,162	90.4%	(85,789)	103.8%
Transportation (03)	419,430	394,130	6,330	6,582	1.5%	253	1.7%
Community Service (04)	213,907	234,142	213,064	206,059	99.6%	(7,004)	88.0%
Capital Outlay (05)	173,402	270,836	-	-	0.0%	-	0.0%
Construction (06)	1,150,000		1,150,000		100.0%	(1,150,000)	#DIV/0!
Debt Service (07) & (47)	1,647,109	1,639,120	1,637,538	638,119	99.4%	(999,419)	38.9%
Trust (08) & (25) & (10) & (18)	99	100	81	40	82.5%	(42)	39.5%
<b>Total</b>	<b>10,870,522</b>	<b>11,287,973</b>	<b>10,655,420</b>	<b>10,280,151</b>	<b>98.0%</b>	<b>(375,269)</b>	<b>91.1%</b>
<b>Total Funds 01, 03 &amp; 05</b>	<b>7,467,907</b>	<b>9,156,312</b>	<b>7,300,786</b>	<b>9,167,771</b>	<b>97.8%</b>	<b>1,866,985</b>	<b>100.1%</b>

\* 2022-2023 Revised Budget Approved in February Board Meeting

# Northland Community Schools

## Finance Report 6/30/2023

### First National Bank

<b>General Checking</b>	<b>\$1,007,399.46</b>
Money Market Account	\$102,128.10
CD                      Operating      Matures 8/8/23	\$265,540.89
CD                      Operating      Matures 8/8/24	\$269,578.53
CD/Scholarship      Carpenter      Matures 6/17/24	\$8,145.20
CD/Scholarship      Carpenter      Matures 6/17/24	\$14,709.38
CD/Scholarship      Felton          Matures 12/10/23	\$7,187.18
CD/Scholarship      Sepin           Matures 8/25/26	\$3,435.04
<b>Total Investments</b>	<b>\$670,724.32</b>
 <b>Total of all deposits at First National Bank</b>	 <b>\$1,678,123.78</b>
 <b>MN Trust Account at PMA total Value</b>	 <b>\$2,388,045.82</b>

### Accounts Payable Checks/Wires and Deposits by Fund

Fund #	Fund Description	Deposits	A/P Checks
01	General Fund	\$859,397.67	\$261,866.71
02	Food Service Fund	\$52,986.30	\$6,416.69
03	Transportation Fund	\$530.00	\$11,182.15
04	Community Ed Fund	\$16,008.06	\$45,196.07
05	Capital Fund	\$0.00	\$7,498.30
06	Construction Fund	\$0.00	\$0.00
07	Debt Redemption Fund	\$0.00	\$0.00
08	Scholarship Fund	\$0.00	\$0.00
<b>Total</b>		<b>\$928,922.03</b>	<b>\$332,159.92</b>

### June 2023 Payroll

	<b>Monthly Total</b>
Gross Payroll	\$422,325.63
Employer Benefits	\$77,930.87
Employer Taxes	\$29,943.79
<b>Total Cost of Payroll</b>	<b>\$530,200.29</b>

**Includes Payrolls:**

S202323    6/15/2023  
S202324    6/30/2023  
S202323-01    6/30/2023  
S202451    6/30/2023  
Z202323    6/15/2023

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	105320	3296		AMAZON.COM		Check
				E 01 020 620 000 000 470	83 Days in Mariupol: A War Diary		\$18.99
				E 01 020 620 000 000 470	Freight		\$0.40
<b>PO#:</b> 19072	<b>Voucher #:</b>	<b>71390</b>	Invoice	<b>Invoice No:</b> 13J9-WF46-9NRV	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$19.39</b>
			E 01 010 216 000 401 401	WESTCOTT 8' TITANIUM SCISSORS		\$26.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71360</b>	Invoice	<b>Invoice No:</b> 1GNG-LGVRXQ-V9	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$26.00</b>
			E 01 020 258 000 313 430	Beads -sewing -painting -storage containers		\$453.86	
<b>PO#:</b> 19199	<b>Voucher #:</b>	<b>71361</b>	Invoice	<b>Invoice No:</b> 1X1P-6LCV-9VTH	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$453.86</b>
			E 01 020 258 000 313 430	Beads leather sewing material painting storage		\$36.61	
<b>PO#:</b> 19199	<b>Voucher #:</b>	<b>71362</b>	Invoice	<b>Invoice No:</b> 1c3c-9gnx-t9fx	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$36.61</b>
			E 01 020 258 000 313 430	MISC beads -sewing materials-painting suppli		\$268.93	
<b>PO#:</b> 19199	<b>Voucher #:</b>	<b>71363</b>	Invoice	<b>Invoice No:</b> 1F61-4JWG-QY43	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$268.93</b>
			E 01 020 258 000 313 430	MISC fabric and quilting material		\$418.39	
<b>PO#:</b> 19199	<b>Voucher #:</b>	<b>71364</b>	Invoice	<b>Invoice No:</b> 1WT6-VKN4-4MQ4	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$418.39</b>
			E 01 020 258 000 313 430	MISC Fabric and quilting material		\$207.01	
<b>PO#:</b> 19199	<b>Voucher #:</b>	<b>71365</b>	Invoice	<b>Invoice No:</b> 1D1G-RFCY-MQX9	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$207.01</b>
			E 01 020 258 104 000 430	MISC beads ,leather ,sewing materials		\$44.84	
<b>PO#:</b> 19199	<b>Voucher #:</b>	<b>71366</b>	Invoice	<b>Invoice No:</b> 19LV-43FF-JN4X	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$44.84</b>
			E 01 020 258 104 000 430	Instructional Supp		\$0.22	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71367</b>	Credit	<b>Invoice No:</b> 11HD-HNCD-WDXP	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>(\$0.22)</b>
			E 01 020 258 000 313 430	Instructional Supp		\$1.03	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71368</b>	Credit	<b>Invoice No:</b> 1GH7-L7DX-WKGT	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>(\$1.03)</b>
			E 01 020 258 000 313 430	Instructional Supp		\$0.11	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71369</b>	Credit	<b>Invoice No:</b> 1WT6-VKN4-WMYJ	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>(\$0.11)</b>
			E 01 020 258 000 313 430	Instructional Supp		\$0.25	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71370</b>	Credit	<b>Invoice No:</b> 1DJN-VYTJ-WN3X	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>(\$0.25)</b>
			E 01 020 258 000 313 430	Instructional Supp		\$2.33	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71371</b>	Credit	<b>Invoice No:</b> 1DTL-J7QH-WCLH	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>(\$2.33)</b>
			E 01 020 258 000 313 430	Instructional Supp		\$0.32	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71372</b>	Credit	<b>Invoice No:</b> 1YKR-CHCH-WKCN	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>(\$0.32)</b>
			E 01 020 258 000 313 430	Instructional Supp		\$0.85	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71373</b>	Credit	<b>Invoice No:</b> 1DDG-VNfy-JNXG	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>(\$0.85)</b>
			E 01 020 258 000 313 430	MISC fabric and quilting material		\$554.09	
<b>PO#:</b> 19199	<b>Voucher #:</b>	<b>71374</b>	Invoice	<b>Invoice No:</b> 1W7C-PG3C-W7P6	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$554.09</b>
			E 01 020 211 012 155 401	B00DI31LPY INTBUYING 24"x24" Hand Scree		\$329.00	
			E 01 020 255 000 000 430	B01N64XFGY Armor-Tool B7-IL Auto-Adjust Ir		\$69.98	
			E 01 020 255 000 000 430	B071P4YDNZ PAXCOO 200Pcs Split Key Rin		\$8.79	
			E 01 020 255 000 000 430	B075695GSL POWERTEC 71119 Double-Cut		\$22.93	
			E 01 020 255 000 000 430	B07F2PHHWV 3 Yards 1.27 Meters Silk Scree		\$10.99	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	105320	3296		AMAZON.COM		Check
				E 01	020 255 000 000 430	B07FS6STNV POWERTEC 71169 48-Inch Un	\$29.33
				E 01	020 255 000 000 430	B07VY3PXJ4 1.75mm 3D Printer Normal PLA	\$142.49
				E 01	020 255 000 000 430	B08NUNQT9L JARLINK Vinyl Transfer Paper	\$14.59
				E 01	020 255 000 000 430	B091NRLQ55 Long Stop Kit with Knobs for 4-	\$14.00
				E 01	020 255 000 000 430	B097QK3NXR HTVRONT Permanent Vinyl for	\$32.55
				E 01	020 255 000 000 430	B098WP4DDM scottchen PRO Spindle Sande	\$21.69
				E 01	020 255 000 000 430	B0BGXKGRF3 180 Pieces 1.8" Small Aluminu	\$22.99
				E 01	020 255 000 000 430	B0BQBNKQ47 3D Printer Filament, PLA Glow	\$39.99
<b>PO#: 19074</b>	<b>Voucher #:</b>	<b>71375</b>	Invoice		<b>Invoice No:</b> 16pk-gwpl-1kx4	<b>6/9/2023</b>	<b>Paid Amt: \$759.32</b>
			E 01	010 203 012 161 430	B07YWP8JF6 File Folder Tabs, Selizo 100 Se	\$7.89	
			E 01	010 203 012 161 430	B086KVJ4W HOOBRO Bar Table and Chairs	\$129.99	
			E 01	010 203 012 161 430	B09Y2V23GD LOKMU Non-Slip Area Rugs Ba	\$69.99	
			E 01	010 203 012 161 430	GARLAND RUG-BLACK	\$44.20	
<b>PO#: 19189</b>	<b>Voucher #:</b>	<b>71376</b>	Invoice		<b>Invoice No:</b> 13QD-PYGP-14FQ	<b>6/9/2023</b>	<b>Paid Amt: \$252.07</b>
			E 01	020 211 000 000 430	B007T8T64C Techni Mobili Sit-to-Stand Mobile	\$69.98	
			E 01	020 211 000 000 430	B01C35K6AS Norwood Commercial Furniture	\$111.93	
			E 01	020 211 000 000 430	B07HGTPJ81 EAONE 40 Pack Dry Erase Era	\$9.99	
			E 01	020 211 000 000 430	B07WNSH5Q5 Factory Direct Partners 11232-	\$79.99	
<b>PO#: 19200</b>	<b>Voucher #:</b>	<b>71377</b>	Invoice		<b>Invoice No:</b> 1xhq-9lld-7k1f	<b>6/9/2023</b>	<b>Paid Amt: \$271.89</b>
			E 01	010 203 012 161 430	0811836037 A Camping Spree with Mr. Magee	\$10.99	
			E 01	010 203 012 161 430	B000VXO4L2 Elmer's Disappearing Purple Sc	\$8.67	
			E 01	010 203 012 161 430	B009CAPYR8 Play-Doh Modeling Compound	\$20.99	
			E 01	010 203 012 161 430	B00XKO5RPQ gofindit -the original outdoor ne	\$12.50	
			E 01	010 203 012 161 430	B08CHHT833 Crayola Broad Line Markers Bu	\$49.47	
			E 01	010 203 012 161 430	Amazon Shipping Charge	\$0.00	
<b>PO#: 19178</b>	<b>Voucher #:</b>	<b>71378</b>	Invoice		<b>Invoice No:</b> 1YQ1-F6KT-1CPF	<b>6/9/2023</b>	<b>Paid Amt: \$102.62</b>
			E 01	020 212 000 000 430	0142403474 Uncle Andy's: A Faabbbulous Vis	\$7.99	
			E 01	020 212 000 000 430	0312367511 Action Jackson	\$8.99	
			E 01	010 212 000 000 430	0764138537 Picasso and the Girl with a Ponyt	\$9.99	
			E 01	010 212 000 000 430	0892393742 Rainbow Weaver/Tejedora del Ar	\$18.25	
			E 01	010 212 000 000 430	1408332434 Katie and the Starry Night	\$9.99	
			E 01	010 212 000 000 430	153621809X The Dot	\$7.99	
			E 01	010 212 000 000 430	1646455517 The Little Lump of Clay	\$13.99	
			E 01	010 212 000 000 430	1648961231 The Lady and the Unicorn	\$9.30	
			E 01	010 212 000 000 430	1838661344 The Art Book (Revised and Expai	\$30.99	
			E 01	010 212 000 000 430	1947277774 Too Much Glue	\$7.69	
			E 01	010 212 000 000 430	3836555395 Modern Art. A History from Impre:	\$16.40	
			E 01	010 212 000 000 430	B010Q1YAFI Richcraft 12" x 10yd NO-FRAY E	\$24.99	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	105320	3296		<b>AMAZON.COM</b>		<b>Check</b>
				E 01 010 212 000 000 430	B08BZDN6XH 50 Pcs Large Eye Plastic Need	\$4.99	
				E 01 010 212 000 000 430	B08CDPYHZY GIEMSON Embroidery Hoop 1	\$53.97	
				E 01 010 212 000 000 430	B08MVBLRDZ Cousin DIY Creative and Fun E	\$287.43	
				E 01 010 212 000 000 430	B0BL2688BP MioTetto Soft Non-Toxic Foam E	\$58.95	
				E 01 010 212 000 000 430	B0BQ9KYXL7 Meet Berthe Morisot (Meet the .	\$6.59	
				E 01 010 400 000 000 430	1119364914 The Writing Revolution: A Guide t	\$41.98	
				E 01 010 400 000 000 430	1446282694 Teaching Number in the Classroc	\$74.88	
				E 01 010 400 000 000 430	1575423928 Activities for Building Character a	\$34.99	
				E 01 010 400 000 000 430	1575423936 Activities for Building Character a	\$29.12	
				E 01 010 400 000 000 430	B08B3DHLZR VELCRO Brand Adhesive Dots	\$33.28	
<b>PO#: 19147</b>	<b>Voucher #:</b>	<b>71379</b>	Invoice	<b>Invoice No:</b>	1GC7-N6R7-1YTC	<b>6/9/2023</b>	<b>Paid Amt: \$792.74</b>
			E 01 310 298 192 301 402		24 pack Exquisite White Tableclothes	\$39.99	
			E 01 310 298 192 301 402		Amscan 5' x 5' beverage napkin-lavendar	\$5.03	
			E 01 310 298 192 301 402		Usmola Artificial Fake Moss	\$16.99	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71380</b>	Invoice	<b>Invoice No:</b>	1gc7-n6r7-1ytc-1	<b>6/9/2023</b>	<b>Paid Amt: \$62.01</b>
			E 01 010 200 499 499 430		B001BJBVTI 25" Jasmine, Hispanic Girl, Full I	\$64.95	
			E 01 010 200 499 499 430		B004FRWEBC 25" Jordan, Black Boy, Full Bo	\$64.95	
			E 01 010 200 499 499 430		B007T9PF8M 25" Granny, Hispanic Grandmot	\$64.95	
			E 01 010 200 499 499 430		Amazon Shipping Charge	\$0.00	
			E 04 500 582 000 165 401		B0042SV0IW Sportime Professional Electric E	\$122.82	
			E 04 500 582 000 165 401		Amazon Shipping Charge	\$0.00	
<b>PO#: 19237</b>	<b>Voucher #:</b>	<b>71381</b>	Invoice	<b>Invoice No:</b>	1NJJ-JV9V-DFHC	<b>6/9/2023</b>	<b>Paid Amt: \$317.67</b>
			E 01 020 211 000 000 430		B0002T3WLS Crayola Broad Line Markers, Bt	\$64.98	
<b>PO#: 19200</b>	<b>Voucher #:</b>	<b>71382</b>	Invoice	<b>Invoice No:</b>	14G6-YHTM-DTLY	<b>6/9/2023</b>	<b>Paid Amt: \$64.98</b>
			E 01 020 211 000 000 430		0761141375 Brain Quest 3rd Grade Math Q&A	\$10.49	
			E 01 020 211 000 000 430		076116653X Brain Quest 3rd Grade Q&A Carc	\$10.49	
			E 01 020 211 000 000 430		B07LFXCXGG Dry Erase Clipboard Pen Holc	\$42.88	
			E 01 020 211 000 000 430		B07X244VLK EASEPRES 5 Slot Desk Organi.	\$24.84	
			E 01 020 211 000 000 430		B08HPSCJJK Secura 60-Minute Visual Couni	\$18.99	
			E 01 020 211 000 000 430		B08L8NG84R Ibtnotuy Stainless Steel Pencil I	\$28.95	
			E 01 020 211 000 000 430		B09491M5CH Torlam Magnetic Fraction Tiles	\$21.99	
			E 01 020 211 000 000 430		B0B1DVBKTK Electric Pencil Sharpener Heav	\$25.99	
			E 01 020 211 000 000 430		B0B5NJFHHS Math Flash Cards Pop Fidget	\$24.99	
			E 01 020 211 000 000 430		Amazon Shipping Charge	\$0.00	
<b>PO#: 19200</b>	<b>Voucher #:</b>	<b>71383</b>	Invoice	<b>Invoice No:</b>	1RF4-3YXD-F7XM	<b>6/9/2023</b>	<b>Paid Amt: \$209.61</b>
			E 01 310 298 192 301 402		USMOLA FAKE MOSS	\$17.31	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71384</b>	Credit	<b>Invoice No:</b>	1TNK-FJN4-1RL3	<b>6/9/2023</b>	<b>Paid Amt: (\$17.31)</b>
			E 01 010 203 012 161 430		006267529X Pete the Cat Goes Camping (I C:	\$75.84	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0118	chec	105320	3296		<b>AMAZON.COM</b>		Check	
				E 01	010 203 012 161 430	006267529X Pete the Cat Goes Camping (I C:		\$4.74
				E 01	010 203 012 161 430	0989793796 Oliver & Hopes Adventure Under		\$5.99
				E 01	010 203 012 161 430	1434279588 The Three Little Pigs Go Campin		\$4.95
				E 01	010 203 012 161 430	1631955012 How Steven the Bear Invented S'		\$9.89
				E 01	010 203 012 161 430	164340055X Try Not to Laugh Challenge Cam		\$8.99
				E 01	010 203 012 161 430	B074LFQ78Q YITOHOP 12080 Loom Bands		\$19.99
				E 01	010 203 012 161 430	B07HBPXJG Paxcoo 0.8mm Elastic String, 4		\$6.99
				E 01	010 203 012 161 430	B085WNV56D Rainbow Loom® Combo Set, F		\$16.99
				E 01	010 203 012 161 430	B09NQQ8J6N hand2mind Express Your Feelir		\$12.99
				E 01	010 203 012 161 430	B09WHKMGD Grand Teton Stampede (The		\$10.99
				E 01	010 203 012 161 430	B0B2CPSDPT EOOOT 20 Pack Kraft Noteboc		\$41.98
				E 01	010 203 012 161 430	B0B2HS77X7 Kids Camping Activity Book Anc		\$8.50
				E 01	010 203 012 161 430	B0BMPBLNYY 13000pcs Clay Beads for Brac		\$23.99
				E 01	010 203 012 161 430	B0C1JGTW9Y Camping Coloring Book for ag		\$4.99
				E 01	010 203 012 161 430	B0C2S9D6PX Camping Activity Book for Kids:		\$4.99
				E 01	010 203 012 161 430	Amazon Shipping Charge		(\$6.98)
<b>PO#:</b>	19229	<b>Voucher #:</b>	71385	Invoice	<b>Invoice No:</b> 116x-whpv-7hj9	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$255.82</b>
				E 01	310 298 192 301 402	Eagles Nest Activity		\$52.38
<b>PO#:</b>		<b>Voucher #:</b>	71436	Credit	<b>Invoice No:</b> 1VCX-RQMT-17TQ	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>(\$52.38)</b>
							<b>Check Amount:</b>	<b>\$5,043.05</b>
0118	chec	105321	6551		<b>AMY HORN</b>		Check	
				E 04	500 505 000 321 305	SWIM LESSON REFUND		\$60.00
<b>PO#:</b>		<b>Voucher #:</b>	71434	Invoice	<b>Invoice No:</b> 06012023	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$60.00</b>
							<b>Check Amount:</b>	<b>\$60.00</b>
0118	chec	105322	4238		<b>BEMIDJI STEEL COMPANY INC</b>		Check	
				E 01	020 255 058 000 430	1/8" x 1" Flat Plate, F012-100		\$30.82
<b>PO#:</b>	19071	<b>Voucher #:</b>	71406	Invoice	<b>Invoice No:</b> 174564	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$30.82</b>
							<b>Check Amount:</b>	<b>\$30.82</b>
0118	chec	105323	5905		<b>BLOOMERS GARDEN CENTER &amp; LANSCAPING INC</b>		Check	
				E 04	500 585 000 362 401	Flowers for pots out front		\$442.36
<b>PO#:</b>	19049	<b>Voucher #:</b>	71387	Invoice	<b>Invoice No:</b> 1-294708	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$442.36</b>
							<b>Check Amount:</b>	<b>\$442.36</b>
0118	chec	105324	6408		<b>BRANDEN BOWSTRING</b>		Check	
				E 01	020 605 000 320 305	MASTER OF CEREMONIES CONSULTANT		\$200.00
<b>PO#:</b>		<b>Voucher #:</b>	71443	Invoice	<b>Invoice No:</b> 05/23/23	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$200.00</b>
							<b>Check Amount:</b>	<b>\$200.00</b>

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	105325	6468		<b>BRANDON OTWAY</b>		Check
				E 04	500 582 000 338 490 Food		\$322.68
<b>PO#:</b>	<b>Voucher #:</b>	<b>71389</b>	Invoice	<b>Invoice No:</b>	Walmart	<b>6/9/2023</b>	<b>Paid Amt: \$322.68</b>
							<b>Check Amount: \$322.68</b>
0118	chec	105326	4672		<b>BSN SPORTS</b>		Check
				E 04	500 585 000 332 401 youth baseball helmets		\$149.94
				E 04	500 585 000 332 401 batting Tee for tball		\$39.99
				E 04	500 585 000 332 401 Freight		\$13.29
<b>PO#: 19243</b>	<b>Voucher #:</b>	<b>71386</b>	Invoice	<b>Invoice No:</b>	921709034	<b>6/9/2023</b>	<b>Paid Amt: \$203.22</b>
							<b>Check Amount: \$203.22</b>
0118	chec	105327	05062	R	<b>CAPITAL ONE</b>		Check
				E 01	310 298 069 000 401 Eagle Pride Incentives		\$100.00
				E 01	310 298 069 000 401 Eagle Pride Incentives		\$87.81
				E 01	310 298 069 000 401 Eagle Pride Incentives		\$0.00
				E 01	310 298 069 000 401 Eagle Pride Incentives		\$0.00
<b>PO#: 19092</b>	<b>Voucher #:</b>	<b>71401</b>	Invoice	<b>Invoice No:</b>	363132432595855	<b>6/9/2023</b>	<b>Paid Amt: \$187.81</b>
				E 04	500 580 000 325 490 Preschool Snack		\$20.00
				E 04	500 580 000 325 490 Preschool Snack		\$40.00
				E 04	500 580 000 325 490 Preschool Snack		\$20.00
				E 04	500 580 000 325 490 Preschool Snack		\$20.00
				E 04	500 580 000 325 490 Preschool Snack		\$8.67
<b>PO#: 19079</b>	<b>Voucher #:</b>	<b>71402</b>	Invoice	<b>Invoice No:</b>	3363137789986271	<b>6/9/2023</b>	<b>Paid Amt: \$108.67</b>
				E 01	310 298 093 301 402 open PO for snacks and breakfast foods for tri		\$72.49
<b>PO#: 19219</b>	<b>Voucher #:</b>	<b>71403</b>	Invoice	<b>Invoice No:</b>	753136788292473	<b>6/9/2023</b>	<b>Paid Amt: \$72.49</b>
				E 01	310 298 114 301 402 Prizes/Supplies for Elementary Carnival		\$257.31
				E 01	310 298 114 301 402 Prizes and Supplies for Elementary Carnival		\$0.00
<b>PO#: 19169</b>	<b>Voucher #:</b>	<b>71404</b>	Invoice	<b>Invoice No:</b>	093139431302436	<b>6/9/2023</b>	<b>Paid Amt: \$257.31</b>
				E 01	310 298 069 000 401 EAGLE PRIDE INCENTIVES		\$240.72
<b>PO#:</b>	<b>Voucher #:</b>	<b>71405</b>	Invoice	<b>Invoice No:</b>	753139448912117	<b>6/9/2023</b>	<b>Paid Amt: \$240.72</b>
							<b>Check Amount: \$867.00</b>
0118	chec	105328	6211		<b>CATHERINE EILEEN HARRISON</b>		Check
				E 01	310 298 093 301 402 senior class roses		\$88.00
<b>PO#: 19254</b>	<b>Voucher #:</b>	<b>71447</b>	Invoice	<b>Invoice No:</b>	7108	<b>6/9/2023</b>	<b>Paid Amt: \$88.00</b>
							<b>Check Amount: \$88.00</b>
0118	chec	105329	6554		<b>DEE ANDERSON</b>		Check
				E 04	500 505 000 321 305 REFUND FOR SWIMMING LESSONS		\$110.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>71446</b>	Invoice	<b>Invoice No:</b>	06072023	<b>6/9/2023</b>	<b>Paid Amt: \$110.00</b>
							<b>Check Amount: \$110.00</b>

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	105330	6222		<b>DIMENSIONS EDUCATIONAL RESEARCH FOUNDATION</b>		<b>Check</b>
				E 04	500 582 806 000 401	barkless tree blocks, set of 36 #3935	\$60.00
				E 04	500 582 806 000 401	anchors, set of 2 #6995	\$100.00
				E 04	500 582 806 000 401	cactus rain stick, small #6920	\$30.00
				E 04	500 582 806 000 401	cactus rain stick, large #3914	\$34.00
				E 04	500 582 806 000 401	water blocks, set of 6 #6988	\$70.00
				E 04	500 582 806 000 401	bamboo blocks, set of 80 #6912	\$89.99
				E 04	500 582 806 000 401	mini bricks, set of 100	\$99.00
				E 04	500 582 806 000 401	garden hand tools, set of 3 #7036	\$39.00
				E 04	500 582 806 000 401	galvanized bucket, set of 10	\$69.00
				E 04	500 582 806 000 401	imagination fabric, red #4265	\$35.00
				E 04	500 582 806 000 401	imagination fabric, yellow #3938	\$35.00
				E 04	500 582 806 000 401	imagination fabric, orange #4266	\$35.00
				E 04	500 582 806 000 401	imagination fabric, purple #5254	\$35.00
				E 04	500 582 806 000 401	imagination fabric, blue #3939	\$35.00
				E 04	500 582 806 000 401	imagination fabric, green #3940	\$35.00
				E 04	500 582 806 000 401	acrylic prisms, set of 6 #7034	\$49.99
				E 04	500 582 806 000 401	Growing with Nature book	\$19.99
				E 04	500 582 806 000 401	Freight	\$130.65
	<b>PO#: 19240</b>	<b>Voucher #: 71440</b>	<b>71440</b>	Invoice	<b>Invoice No: SI23329</b>	<b>6/9/2023</b>	<b>Paid Amt: \$1,001.62</b>
							<b>Check Amount: \$1,001.62</b>
0118	chec	105331	4241		<b>EHLERS &amp; ASSOCIATES INC</b>		<b>Check</b>
				E 01	005 010 000 000 366	Conference registration-Mary Yakibchuk	\$110.00
	<b>PO#: 19064</b>	<b>Voucher #: 71388</b>	<b>71388</b>	Invoice	<b>Invoice No: 32023-0243</b>	<b>6/9/2023</b>	<b>Paid Amt: \$110.00</b>
							<b>Check Amount: \$110.00</b>
0118	chec	105332	6552		<b>EPIC LLC</b>		<b>Check</b>
				E 04	500 582 806 000 311	50% down payment	\$17,135.93
	<b>PO#: 19280</b>	<b>Voucher #: 71438</b>	<b>71438</b>	Invoice	<b>Invoice No: EST0017</b>	<b>6/9/2023</b>	<b>Paid Amt: \$17,135.93</b>
							<b>Check Amount: \$17,135.93</b>
0118	chec	105333	6216		<b>FLICEK WELDING LLC</b>		<b>Check</b>
				E 05	005 850 000 302 520	Ladder for ELEM GYM AIR HANDLER PROJE	\$3,100.00
	<b>PO#: 19246</b>	<b>Voucher #: 71393</b>	<b>71393</b>	Invoice	<b>Invoice No: 06012023</b>	<b>6/9/2023</b>	<b>Paid Amt: \$3,100.00</b>
							<b>Check Amount: \$3,100.00</b>
0118	chec	105334	5023		<b>FLORENCE HOUSE</b>		<b>Check</b>
				E 01	020 605 000 320 305	POWWOW CONSULTANT	\$200.00
	<b>PO#:</b>	<b>Voucher #: 71444</b>	<b>71444</b>	Invoice	<b>Invoice No: 05232023</b>	<b>6/9/2023</b>	<b>Paid Amt: \$200.00</b>
							<b>Check Amount: \$200.00</b>

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105335	06386	R	<b>GRAINGER</b>		Check		
				E 03	005 760 000 720 401	LOCKING FILE CABINET 56HG70		\$288.01	
				E 03	005 760 000 720 401	SHIPPING		\$0.00	
	PO#: 18850	Voucher #: 71391		Invoice	Invoice No: 9718655351	6/9/2023	Paid Amt:	\$288.01	
							Check Amount:	\$288.01	
0118	chec	105336	03788		<b>HILLYARD FL CARE SUPPLY</b>		Check		
				E 01	005 810 000 000 420	LATCH WITH SPRING AND PIN LIGHT BLUE		\$20.85	
	PO#:	Voucher #: 71394		Invoice	Invoice No: 605115680	6/9/2023	Paid Amt:	\$20.85	
							Check Amount:	\$20.85	
0118	chec	105337	5703		<b>HOLIDAY INN EXPRESS BAXTER</b>		Check		
				E 01	310 298 192 301 402	POST PROM		\$3,123.05	
	PO#:	Voucher #: 71399		Invoice	Invoice No: 20784	6/9/2023	Paid Amt:	\$3,123.05	
							Check Amount:	\$3,123.05	
0118	chec	105338	4163		<b>IASC</b>		Check		
				E 01	005 630 000 000 391	3RD QTR TECHNOLOGY SERVICES		\$2,993.65	
	PO#:	Voucher #: 71395		Invoice	Invoice No: 3466	6/9/2023	Paid Amt:	\$2,993.65	
				E 01	005 630 000 000 391	FY23 PBT NETWORK SERVICES		\$7,460.00	
	PO#:	Voucher #: 71396		Invoice	Invoice No: 3474	6/9/2023	Paid Amt:	\$7,460.00	
				E 01	010 630 000 000 305	June 23 SCI Broadband		\$116.67	
				E 01	010 630 000 000 305	June 23 SCI Broadband		\$116.66	
	PO#:	Voucher #: 71392		Invoice	Invoice No: 3483	6/9/2023	Paid Amt:	\$233.33	
							Check Amount:	\$10,686.98	
0118	chec	105339	6036		<b>JESSICA KENDALL</b>		Check		
				E 04	500 505 000 321 305	REFUND FOR SWIMMING LESSONS		\$100.00	
	PO#:	Voucher #: 71445		Invoice	Invoice No: 06072023	6/9/2023	Paid Amt:	\$100.00	
							Check Amount:	\$100.00	
0118	chec	105340	06136		<b>LAKES COUNTRY SERV COOP</b>		Check		
				E 03	005 760 000 720 305	DOT PHYSICALS		\$70.00	
	PO#:	Voucher #: 71397		Invoice	Invoice No: 97339	6/9/2023	Paid Amt:	\$70.00	
							Check Amount:	\$70.00	
0118	chec	105341	5965		<b>LOGAN MONROE</b>		Check		
				E 01	020 605 000 320 305	Consulting Fees		\$750.00	
	PO#:	Voucher #: 71442		Invoice	Invoice No: 05242023	6/9/2023	Paid Amt:	\$750.00	
							Check Amount:	\$750.00	
0118	chec	105342	05573		<b>MASBO</b>		Check		
				E 01	005 110 000 000 820	Membership Dues		\$110.00	
	PO#: 19252	Voucher #: 71409		Invoice	Invoice No: 300007257	6/9/2023	Paid Amt:	\$110.00	
							Check Amount:	\$110.00	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105343	5222		<b>MRI Software LLC</b>		Check		
				E 01	005 110 000 000 305	NICHOLAS PARENT-VOLUNTEER		\$10.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71435</b>	Invoice		<b>Invoice No:</b> MRIUS1492525	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$10.00</b>	
							<b>Check Amount:</b>	<b>\$10.00</b>	
0118	chec	105344	4065		<b>NORTHERN STAR COOPERATIVE</b>		Check		
				E 03	005 760 000 720 441	GASOLINE		\$2,946.69	
				E 03	005 760 000 720 444	DIESEL		\$7,508.21	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71400</b>	Invoice		<b>Invoice No:</b> 5/2023 STMT	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$10,454.90</b>	
				E 01	020 255 058 000 430	100 Lb. Propane fill for welding		\$80.00	
<b>PO#:</b> 19163	<b>Voucher #:</b>	<b>71398</b>	Invoice		<b>Invoice No:</b> 8254	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$80.00</b>	
							<b>Check Amount:</b>	<b>\$10,534.90</b>	
0118	chec	105345	06636		<b>PINE CONE PRESS CITIZEN</b>		Check		
				E 04	500 505 000 321 380	Advertising		\$602.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71411</b>	Invoice		<b>Invoice No:</b> 5/30/23 STMT	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$602.00</b>	
				E 01	005 110 000 000 380	MINUTES		\$972.00	
				E 01	005 110 000 000 380	TEACHER APPRECIATION		\$220.50	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71412</b>	Invoice		<b>Invoice No:</b> STMT 5/30/23	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$1,192.50</b>	
							<b>Check Amount:</b>	<b>\$1,794.50</b>	
0118	chec	105346	6420	REMIT	<b>PINE VALLEY TROPHY CASE, LLC</b>		Check		
				E 01	310 292 110 000 401	JDSCHEN152 PART BAR		\$110.00	
				E 01	310 292 110 000 401	JDSCHEN106 BAND CHENILLE		\$53.00	
				E 01	310 292 110 000 401	Shipping		\$34.70	
<b>PO#:</b> 19236	<b>Voucher #:</b>	<b>71407</b>	Invoice		<b>Invoice No:</b> 1822	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$197.70</b>	
							<b>Check Amount:</b>	<b>\$197.70</b>	
0118	chec	105347	2035	REMIT	<b>PITNEY BOWES INC</b>		Check		
				E 01	005 110 000 000 329	LEASE		\$450.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71410</b>	Invoice		<b>Invoice No:</b> 3106107843	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$450.00</b>	
							<b>Check Amount:</b>	<b>\$450.00</b>	
0118	chec	105348	04532		<b>POPPLERS MUSIC INC</b>		Check		
				E 01	020 206 011 433 350	Srl # A52816 Bach Trombone Repair		\$114.00	
<b>PO#:</b> 19221	<b>Voucher #:</b>	<b>71429</b>	Invoice		<b>Invoice No:</b> 2736894	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$114.00</b>	
				E 01	020 206 011 433 350	Srl # 081007A YAMAHA Clarinet Repair		\$19.00	
<b>PO#:</b> 19221	<b>Voucher #:</b>	<b>71430</b>	Invoice		<b>Invoice No:</b> 2736845	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$19.00</b>	
				E 01	020 206 011 433 350	Srl # A38875 Bach Trumpet Repair		\$100.00	
<b>PO#:</b> 19221	<b>Voucher #:</b>	<b>71431</b>	Invoice		<b>Invoice No:</b> 2736898	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$100.00</b>	
				E 01	020 206 011 433 350	Srl # 335605A Trumpet Repair		\$94.00	
<b>PO#:</b> 19221	<b>Voucher #:</b>	<b>71432</b>	Invoice		<b>Invoice No:</b> 2736890	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$94.00</b>	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105348	04532		<b>POPPLERS MUSIC INC</b>		Check		
				E 01	020 206 011 433 350	Srl # 275363A Yamaha Trumpet Repair		\$84.00	
	<b>PO#:</b> 19221	<b>Voucher #:</b>	<b>71433</b>	Invoice	<b>Invoice No:</b> 2736864	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$84.00</b>	
							<b>Check Amount:</b>	<b>\$411.00</b>	
0118	chec	105349	03258		<b>RAPIDS WELDING SUPPLY</b>		Check		
				E 03	005 760 000 720 420	ACET		\$18.00	
				E 03	005 760 000 720 420	OXYGEN		\$16.50	
				E 03	005 760 000 720 420	POLY PROPYLENE		\$5.50	
				E 03	005 760 000 720 420	ARGON		\$5.50	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71413</b>	Invoice	<b>Invoice No:</b> 0030035528	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$45.50</b>	
							<b>Check Amount:</b>	<b>\$45.50</b>	
0118	chec	105350	4547		<b>SCHOLASTIC BOOK FAIRS</b>		Check		
				E 01	010 620 000 000 470	Books Taken From The Fair		\$401.64	
				E 01	310 298 128 301 402	BOOK FAIR		\$1,280.30	
	<b>PO#:</b> 19134	<b>Voucher #:</b>	<b>71414</b>	Invoice	<b>Invoice No:</b> B5257908FR	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$1,681.94</b>	
							<b>Check Amount:</b>	<b>\$1,681.94</b>	
0118	chec	105351	6510		<b>SCHUTT SPORTS, LLC</b>		Check		
				E 01	310 294 210 000 350	FINANCE CHARGE		\$18.68	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71437</b>	Invoice	<b>Invoice No:</b> STMT06022023	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$18.68</b>	
							<b>Check Amount:</b>	<b>\$18.68</b>	
0118	chec	105352	6291	P1	<b>SOLIANT HEALTH LLC</b>		Check		
				E 01	020 402 000 740 394	Pay for Spec Ed Services Other Agency		\$132.06	
				E 01	020 411 000 740 394	Pay for Spec Ed Purposes Other Agency		\$352.16	
				E 01	020 410 000 740 394	Pay for Spec Ed Purposes Other Agency		\$308.14	
				E 01	020 407 000 740 394	Pay for Spec Ed Services Other Agency		\$220.10	
				E 01	020 408 000 740 394	Pay for Spec Ed Services Other Agency		\$748.34	
				E 01	020 414 000 740 394	Pay for Spec Ed Purposes Other Agency		\$440.20	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71439</b>	Invoice	<b>Invoice No:</b> 20704482	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$2,201.00</b>	
				E 01	020 402 000 740 394	Pay for Spec Ed Services Other Agency		\$159.75	
				E 01	020 411 000 740 394	Pay for Spec Ed Purposes Other Agency		\$426.00	
				E 01	020 410 000 740 394	Pay for Spec Ed Purposes Other Agency		\$372.75	
				E 01	020 407 000 740 394	Pay for Spec Ed Services Other Agency		\$266.25	
				E 01	020 408 000 740 394	Pay for Spec Ed Services Other Agency		\$905.25	
				E 01	020 414 000 740 394	Pay for Spec Ed Purposes Other Agency		\$532.50	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71415</b>	Invoice	<b>Invoice No:</b> 20691985	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$2,662.50</b>	
				E 01	020 402 000 740 394	Pay for Spec Ed Services Other Agency		\$159.75	
				E 01	020 411 000 740 394	Pay for Spec Ed Purposes Other Agency		\$426.00	
				E 01	020 410 000 740 394	Pay for Spec Ed Purposes Other Agency		\$372.75	
				E 01	020 407 000 740 394	Pay for Spec Ed Services Other Agency		\$266.25	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105352	6291	P1	<b>SOLIANT HEALTH LLC</b>		Check		
				E 01	020 408 000 740 394	Pay for Spec Ed Services Other Agency		\$905.25	
				E 01	020 414 000 740 394	Pay for Spec Ed Purposes Other Agency		\$532.50	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71416</b>	Invoice	<b>Invoice No:</b> 20698315	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$2,662.50</b>	
							<b>Check Amount:</b>	<b>\$7,526.00</b>	
0118	chec	105353	5941		<b>SOURCEWELL</b>		Check		
				E 01	310 298 480 000 369	KNOWLEDGE BOWL		\$260.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71417</b>	Invoice	<b>Invoice No:</b> INV00001809	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$260.00</b>	
							<b>Check Amount:</b>	<b>\$260.00</b>	
0118	chec	105354	6514		<b>SYSCO WESTERN MINNESOTA, INC</b>		Check		
				E 02	005 770 000 710 490	BREAKFAST, LUNCH & SUPPLIES		\$705.33	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71428</b>	Invoice	<b>Invoice No:</b> 253399631	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$705.33</b>	
							<b>Check Amount:</b>	<b>\$705.33</b>	
0118	chec	105355	6146		<b>TC's FOODS INC</b>		Check		
				E 02	005 770 000 701 490	LUNCH		\$5.38	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71418</b>	Invoice	<b>Invoice No:</b> 176802	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$5.38</b>	
				E 02	005 770 000 701 490	LUNCH		\$3.99	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71419</b>	Invoice	<b>Invoice No:</b> 177536	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$3.99</b>	
				E 02	005 770 000 701 490	LUNCH		\$99.90	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71420</b>	Invoice	<b>Invoice No:</b> 177521	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$99.90</b>	
				E 02	005 770 000 701 490	LUNCH		\$22.61	
				E 02	005 770 000 701 401	SUPPLIES		\$16.88	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71421</b>	Invoice	<b>Invoice No:</b> 176530	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$39.49</b>	
							<b>Check Amount:</b>	<b>\$148.76</b>	
0118	chec	105356	6542		<b>THE SENSORY PATH, INC</b>		Check		
				E 01	010 203 012 161 430	Ninja Sensory Path Package		\$1,500.00	
				E 01	010 203 012 161 430	Original Sensory Path Package		\$1,500.00	
	<b>PO#:</b> 19208	<b>Voucher #:</b>	<b>71441</b>	Invoice	<b>Invoice No:</b> 10843	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$3,000.00</b>	
							<b>Check Amount:</b>	<b>\$3,000.00</b>	
0118	chec	105357	5995	Remit	<b>TWIN CITY HARDWARE COMPANY</b>		Check		
				E 01	005 020 012 155 520	Door #5 Security Lock Handle failed repair par		\$1,550.00	
				E 01	005 020 012 155 520	shipping est		\$23.62	
	<b>PO#:</b> 19156	<b>Voucher #:</b>	<b>71408</b>	Invoice	<b>Invoice No:</b> PSI2195947	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$1,573.62</b>	
							<b>Check Amount:</b>	<b>\$1,573.62</b>	
0118	chec	105358	6373		<b>UP NORTH LEARNING CENTER</b>		Check		
				E 01	020 416 000 740 394	Pay for Spec Ed Services Other Agency		\$34,662.60	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71425</b>	Invoice	<b>Invoice No:</b> 1022	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$34,662.60</b>	
							<b>Check Amount:</b>	<b>\$34,662.60</b>	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105359	01099		<b>UPPER LAKES FOODS, INC</b>		Check		
				E 02	005 770 000 710 490	BREAKFAST		\$153.72	
				E 02	005 770 000 710 490	LUNCH		\$404.91	
				E 02	005 770 000 710 490	SUPPLIES		\$19.71	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71422</b>	Invoice		<b>Invoice No:</b> 288898-00	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$578.34</b>	
			E 02	005 770 000 710 490	BREAKFAST,LUNCH & SUPPLIES		\$1,407.75		
<b>PO#:</b>	<b>Voucher #:</b>	<b>71426</b>	Invoice		<b>Invoice No:</b> 292204-00	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$1,407.75</b>	
								<b>Check Amount:</b>	<b>\$1,986.09</b>
0118	chec	105360	5581		<b>US FOODS INC</b>		Check		
				E 02	005 770 000 710 490	BREAKFAST		\$78.22	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71427</b>	Invoice		<b>Invoice No:</b> 4513420	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$78.22</b>	
			E 02	005 770 000 710 490	LUNCH & SUPPLIES		\$811.61		
<b>PO#:</b>	<b>Voucher #:</b>	<b>71423</b>	Invoice		<b>Invoice No:</b> 4513419	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$811.61</b>	
			E 02	005 770 000 706 490	FRUIT & VEGGIE		\$376.29		
<b>PO#:</b>	<b>Voucher #:</b>	<b>71424</b>	Invoice		<b>Invoice No:</b> 4513418	<b>6/9/2023</b>	<b>Paid Amt:</b>	<b>\$376.29</b>	
								<b>Check Amount:</b>	<b>\$1,266.12</b>
0118	chec	105361	3296		<b>AMAZON.COM</b>		Check		
				E 04	500 582 000 165 430	B00178KLEY Aleene's All Purpose Tacky Glue		\$9.76	
				E 04	500 582 000 165 430	B001E5E9RA Gillette Foamy Regular Shaving		\$58.38	
				E 04	500 582 000 165 430	B002FTOBZE Elmer's Liquid School Glue, We		\$34.92	
				E 04	500 582 000 165 430	B005E9KG92 Colorations Washable Tempera		\$363.98	
				E 04	500 582 000 165 430	B01GE6YGBM flic-flac 48PCS 12 x 12 inches		\$83.92	
				E 04	500 582 000 165 430	B06WGZYF2R Mr. Sketch Scented Washable		\$22.46	
				E 04	500 582 000 165 401	B0778GTHN2 WORKPRO Folding Utility Knife		\$19.98	
				E 04	500 582 000 165 401	B07GWVQM3 40 Pack of Dry Erase Markers		\$37.98	
				E 04	500 582 000 165 430	B07ZMNSJJJ Myboree Washable Large Ink P		\$50.98	
				E 04	500 582 000 165 430	B089DWJ752 30 Pack EVA Foam Sheets, 9 x		\$63.96	
				E 04	500 582 000 165 430	B08DJXZM39 Melissa & Doug Fire Truck Play		\$40.99	
				E 04	500 582 000 165 430	B093Q2M536 700PCS Multicolor Rubber Ban		\$6.59	
				E 04	500 582 000 165 430	B09MCM13FQ XINBAOHONG Hourglass San		\$23.97	
				E 04	500 582 000 165 430	B09MCM3LDC XINBAOHONG Hourglass San		\$23.97	
				E 04	500 582 000 165 401	B09RTVD1GF Energizer AA Batteries, Double		\$20.86	
				E 04	500 582 000 165 401	B09RTVN5GN Energizer Alkaline Power AAA		\$22.58	
				E 04	500 582 000 165 401	B09TH7P5LG PUCHA Permanent Markers Fir		\$23.99	
<b>PO#:</b> 19250	<b>Voucher #:</b>	<b>71458</b>	Invoice		<b>Invoice No:</b> 134X-T9LK-3DY4	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$909.27</b>	
			E 01	020 620 132 499 470	0062868322 Pete the Kitty Goes to the Doctor		\$4.99		
			E 01	020 620 132 499 470	0062868381 Pete the Cat's Family Road Trip (		\$4.99		
			E 01	020 620 132 499 470	006286842X Pete the Cat: Secret Agent		\$4.99		
			E 01	010 620 132 499 470	0316424889 If You Laugh, I'm Starting This Bc		\$12.72		

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	105361	3296		AMAZON.COM		Check
				E 01	010 620 132 499 470	0394810767 Hand, Hand, Fingers, Thumb (Bri	\$9.99
				E 01	020 620 132 499 470	0399250972 The Great Paper Caper	\$14.19
				E 01	020 620 132 499 470	0545392551 Giraffes Can't Dance (Board Boo	\$5.94
				E 01	020 620 132 499 470	0593196791 Would You Rather? Made You Th	\$6.29
				E 01	010 620 132 499 470	0763662291 Sam and Dave Dig a Hole	\$12.93
				E 01	010 620 132 499 470	0763680885 The Magician's Elephant	\$8.99
				E 01	010 620 132 499 470	0811836037 A Camping Spree with Mr. Magee	\$10.99
				E 01	010 620 132 499 470	099852770X The Dirt Girl	\$11.80
				E 01	010 620 132 499 470	0998527734 The Little Green Jacket	\$25.20
				E 01	020 620 132 499 470	1250233283 Bad Kitty: Kitten Trouble (paperb:	\$6.99
				E 01	020 620 132 499 470	1250749980 Bad Kitty: Supercat (Graphic Nov	\$11.10
				E 01	020 620 132 499 470	1338820532 The Bad Guys in the Others?! (TI	\$5.78
				E 01	020 620 132 499 470	1368074820 The FRUSTRATING Book! (Unlir	\$9.90
				E 01	020 620 132 499 470	1452119368 Up in the Garden and Down in the	\$16.19
				E 01	020 620 132 499 470	145492988X A Walk Through the Woods	\$16.66
				E 01	020 620 132 499 470	149266247X How to Catch a Mermaid	\$5.74
				E 01	020 620 132 499 470	1503758486 Nook - A Book About Kindness, Ir	\$7.19
				E 01	020 620 132 499 470	1536201812 Franklin Endicott and the Third K	\$7.80
				E 01	020 620 132 499 470	153620353X Eugenia Lincoln and the Unexper	\$5.99
				E 01	020 620 132 499 470	1536219045 Stella Endicott and the Anything-I	\$5.99
				E 01	010 620 132 499 470	1596439769 Bad Kitty: Puppy's Big Day (class	\$9.89
				E 01	010 620 132 499 470	1596439793 Bad Kitty Makes Comics . . . and	\$8.89
				E 01	010 620 132 499 470	1641240857 Discovering the Active World of tl	\$9.99
				E 01	010 620 000 000 470	1641240865 Discovering the Busy World of th	\$7.99
				E 01	010 620 000 000 470	1728246032 5-Minute How to Catch Stories: 1	\$6.79
				E 01	010 620 000 000 470	1728266181 How to Catch a Daddysaurus	\$9.89
				E 01	010 620 000 000 470	1732626596 Diary of a Minecraft Zombie Book	\$7.92
				E 01	010 620 000 000 470	B08KFWM9BJ The Silly Kids Joke Book: 500	\$4.98
				E 01	010 620 000 000 470	B095GNCVMJ Toddler Books About Gardenin	\$9.99
				E 01	010 620 000 000 470	B09GXDQ122 Would You Rather Book For Kir	\$8.99
				E 01	010 620 000 000 470	B09M5B6K7W The Accidental Minecraft Famil	\$7.99
				E 01	010 620 000 000 470	B09Q1WM3Q4 Stuck Inside Minecraft: Book 1	\$8.69
				E 01	010 620 000 000 470	B0B2HZKXT4 I Spy Backyard Bugs Book For	\$6.99
				E 01	010 620 000 000 470	B0BNYXFSFR The Accidental Minecraft Famil	\$7.99
				E 01	010 201 000 000 430	B007WDU1GG Melissa & Doug Smarty Pants	\$16.99
				E 01	010 201 000 000 430	B00CBAWIY Scotch Thermal Laminating Pou	\$27.99
				E 01	010 201 000 000 430	B00MC7WV6K Crayola Washable Finger Pair	\$40.18
				E 01	010 201 000 000 430	B07R89XMJN Storex Letter Size Flat Storage	\$46.08

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	105361	3296		AMAZON.COM		Check
				E 01 010 201 000 000 430	B08ZS8K8W1 Colorful Push Pin Magnets  56		\$13.49
				E 01 010 201 000 000 430	B0972SCRL1 Skillmatics Card Game - Guess		\$14.97
				E 01 010 201 000 000 430	B09F2W234Z Liliis CVC A4 Poster, CVC Wor		\$9.99
				E 01 010 201 000 000 430	B0B6Z183V7 Coogam Sight Words Education		\$24.99
				E 01 010 201 000 000 430	Amazon Shipping Charge		(\$2.50)
<b>PO#: 19158</b>	<b>Voucher #:</b>	<b>71494</b>	Invoice	<b>Invoice No:</b>	17Q1-M4DV-1DRV	<b>6/26/2023</b>	<b>Paid Amt: \$542.50</b>
			E 01 010 203 012 161 430	B09RKM362 Garland Rug Town Square 5 Ft		\$44.20	
			E 01 010 203 012 161 430	Amazon Shipping Charge		\$5.99	
<b>PO#: 19189</b>	<b>Voucher #:</b>	<b>71450</b>	Invoice	<b>Invoice No:</b>	1Q3P-QW1K-1FXK	<b>6/26/2023</b>	<b>Paid Amt: \$50.19</b>
			E 01 010 203 209 000 430	1338552651 Scholastic Teaching Resources (		\$28.79	
			E 01 010 203 209 000 430	B000JD38GG House of Doolittle Write On/Wip		\$22.31	
			E 01 010 203 209 000 430	B015TAPWLM Holiday Essence 4 Foot Christi		\$42.99	
			E 01 010 203 209 000 430	B07WWKDHXV Teacher Created Resources (		\$8.99	
			E 01 010 203 209 000 430	B08W8PKRFR Fraction War Math Game - Fui		\$9.99	
			E 01 010 203 209 000 430	B09RK3K74J Youngever 52.5 ft Bulletin Boar		\$12.97	
			E 01 010 203 209 000 430	B09V4QDPTH Magopera Math Multiple Poster		\$12.59	
			E 01 010 203 209 000 430	B0BBZK29CG Dry Erase Lapboards, HERKK/		\$44.95	
			E 01 010 203 209 000 430	B0BFM7LQ9F 99 Feet Bulletin Board Border, :		\$13.99	
<b>PO#: 19141</b>	<b>Voucher #:</b>	<b>71451</b>	Invoice	<b>Invoice No:</b>	1F9X-43H1-6GKN	<b>6/26/2023</b>	<b>Paid Amt: \$197.57</b>
			E 01 010 203 000 309 401	Ticonderoga Woodcase Pencil, HB #2, Yellow		\$19.45	
			E 01 010 203 000 309 401	HOOBRO Bar Table and Chairs Set, 47.2" Rec		\$129.99	
			E 01 010 203 000 309 401	Exploding Kittens Card Game		\$19.82	
			E 01 010 203 000 309 401	Goody Putty Dazzle Mini .5 oz Tins 8 Pack		\$11.99	
			E 01 010 203 209 000 430	Amazon Shipping Charge		\$14.30	
<b>PO#: 19141</b>	<b>Voucher #:</b>	<b>71452</b>	Invoice	<b>Invoice No:</b>	1JXX-PWQ4-HVXH	<b>6/26/2023</b>	<b>Paid Amt: \$195.55</b>
			E 01 310 298 192 301 402	PLASTIC IVY BOWLS		\$23.21	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71454</b>	Credit	<b>Invoice No:</b>	1FM	<b>6/26/2023</b>	<b>Paid Amt: (\$23.21)</b>
			E 01 010 203 012 161 430	1638788901 Hiking Activity Book for Kids: 35 f		\$9.99	
			E 01 010 203 012 161 430	1648762093 Camping Activity Book for Kids: 3		\$9.99	
			E 01 010 203 012 161 430	B073V14DZJ Amazon Basics All Purpose Wa		\$18.03	
			E 01 010 203 012 161 430	B07F7XYG1Y FASTPRO 18-Pack, 9-LED Min		\$26.01	
			E 01 010 203 012 161 430	B07QG8YQS9 4Pack Tension curtain rod Cup		\$14.99	
			E 01 010 203 012 161 430	B08L5LBY7Z MindWare Pretend Campout Ca		\$53.15	
			E 01 010 203 012 161 430	B0995L2N21 Urban Lotus Black Blackout Holi		\$55.08	
			E 01 010 203 012 161 430	B0C1BW6PT1 12 Packs of Decorative Fluore		\$58.99	
<b>PO#: 19251</b>	<b>Voucher #:</b>	<b>71538</b>	Invoice	<b>Invoice No:</b>	1VGR-NKT3-77F3	<b>6/26/2023</b>	<b>Paid Amt: \$246.23</b>
			E 01 010 203 012 161 430	12 PK Decorative Fluorescent Light Covers		\$58.99	
			E 01 010 203 012 161 430	Camping Activity Book for Kids		\$9.99	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105361	3296		<b>AMAZON.COM</b>		Check		
				E 01	010 203 012 161 430	Urban Lotus Black Out Curtains		\$55.08	
				E 01	010 203 012 161 430	1641523921 Exploring Nature Activity Book fo		\$13.49	
				E 01	010 203 012 161 430	Hiking Activity Book		\$9.99	
				E 01	010 203 012 161 430	Tension Rods-4pk		\$8.99	
				E 01	010 203 012 161 430	Kids CAmping Toys		\$19.99	
				E 01	010 203 012 161 430	Amazon Basics All PUrpose Washable Glue		\$19.06	
				E 01	010 203 012 161 430	Fastpro 10 pk Mini Flashlight set		\$18.19	
	PO#: 19251	Voucher #:	71539	Invoice	Invoice No: 1RHT-4M3F-1RMK	6/26/2023	Paid Amt:	\$213.77	
				E 01	010 203 012 161 430	Instructional Supp		\$44.20	
	PO#:	Voucher #:	71519	Credit	Invoice No: 1HGH-LN71-6J6G	6/26/2023	Paid Amt:	(\$44.20)	
							Check Amount:	\$2,287.67	
0118	chec	105362	04084		<b>AMERICAN DISPOSAL</b>		Check		
				E 01	005 810 000 000 331	Garbage		\$1,745.39	
	PO#:	Voucher #:	71449	Invoice	Invoice No: 540509946	6/26/2023	Paid Amt:	\$1,745.39	
							Check Amount:	\$1,745.39	
0118	chec	105363	1357		<b>AMERICAN EAGLE SEC SYS INC</b>		Check		
				E 01	005 810 000 000 350	ECFE door 17 elec latch actuator replacement		\$635.00	
	PO#: 18783	Voucher #:	71549	Invoice	Invoice No: 22981	6/26/2023	Paid Amt:	\$635.00	
				E 05	005 865 000 363 305	Annual Safety Inspections for Fire Alarm and S		\$3,150.00	
	PO#: 18567	Voucher #:	71550	Invoice	Invoice No: 22983	6/26/2023	Paid Amt:	\$3,150.00	
				E 01	005 715 000 342 530	IPVideo Halo Smart Sensor, Back Box, Condu		\$4,375.00	
	PO#: 18826	Voucher #:	71551	Invoice	Invoice No: 22979	6/26/2023	Paid Amt:	\$4,375.00	
				E 01	005 715 000 342 530	Install a new door control on office door to con		\$4,225.00	
	PO#: 18825	Voucher #:	71552	Invoice	Invoice No: 22980	6/26/2023	Paid Amt:	\$4,225.00	
				E 01	005 810 000 000 350	Keyscan Door Controller		\$1,195.00	
	PO#:	Voucher #:	71553	Invoice	Invoice No: 22977	6/26/2023	Paid Amt:	\$1,195.00	
				E 01	005 810 000 000 350	Wisenet Vandal RESistant Dome Camera		\$535.00	
	PO#:	Voucher #:	71554	Invoice	Invoice No: 22982	6/26/2023	Paid Amt:	\$535.00	
				E 01	005 810 000 000 350	Remove portable panic buttons from programr		\$110.00	
	PO#:	Voucher #:	71555	Invoice	Invoice No: 22978	6/26/2023	Paid Amt:	\$110.00	
							Check Amount:	\$14,225.00	
0118	chec	105364	4446		<b>ARROWHEAD REGIONAL COMPUTING</b>		Check		
				E 01	005 110 000 000 305	Direct Deposit Notifications		\$4.36	
				E 01	005 110 000 000 305	Payroll checks		\$24.33	
				E 01	005 110 000 000 305	Envelopes		\$10.17	
	PO#:	Voucher #:	71448	Invoice	Invoice No: 1801	6/26/2023	Paid Amt:	\$38.86	
							Check Amount:	\$38.86	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105365	4672		<b>BSN SPORTS</b>		Check		
				E 04	500 585 000 332 401	Baseball bat		\$59.99	
				E 04	500 585 000 332 401	baseball batt		\$59.99	
				E 04	500 585 000 332 401	baseball batt		\$59.99	
				E 04	500 585 000 332 401	Freight		\$12.60	
	<b>PO#:</b> 19243	<b>Voucher #:</b>	<b>71537</b>	Invoice	<b>Invoice No:</b> 921728988	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$192.57</b>	
							<b>Check Amount:</b>	<b>\$192.57</b>	
0118	chec	105366	6563		<b>CHERYLE DESOTO</b>		Check		
				E 04	500 505 000 321 305	TRIP REFUND		\$75.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71502</b>	Invoice	<b>Invoice No:</b> COLORADO TRIP REFUND	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$75.00</b>	
							<b>Check Amount:</b>	<b>\$75.00</b>	
0118	chec	105367	3663		<b>CLIMATE MAKERS INC</b>		Check		
				E 01	005 810 000 000 350	Servcie call Walk in REFER failed - Cost est tr		\$2,387.88	
	<b>PO#:</b> 19249	<b>Voucher #:</b>	<b>71520</b>	Invoice	<b>Invoice No:</b> 109143	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$2,387.88</b>	
				E 01	005 810 000 000 350	WO6909 Oil boiler filling with oil, oil leaks at di		\$4,011.24	
	<b>PO#:</b> 19249	<b>Voucher #:</b>	<b>71457</b>	Invoice	<b>Invoice No:</b> 109040	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$4,011.24</b>	
							<b>Check Amount:</b>	<b>\$6,399.12</b>	
0118	chec	105368	6513		<b>COLONIAL LIFE</b>		Check		
				B 01	215 032	ER Cafe Plan Payroll Deductions		\$49.69	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71545</b>	Invoice	<b>Invoice No:</b> JUNE	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$49.69</b>	
							<b>Check Amount:</b>	<b>\$49.69</b>	
0118	chec	105369	6406		<b>COUNTY OF AITKIN</b>		Check		
				E 01	310 298 114 301 402	Fees for 6th Grade Overnight Field Trip		\$366.30	
	<b>PO#:</b> 19261	<b>Voucher #:</b>	<b>71464</b>	Invoice	<b>Invoice No:</b> 1043	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$366.30</b>	
							<b>Check Amount:</b>	<b>\$366.30</b>	
0118	chec	105370	6544		<b>CRAFTCUTS</b>		Check		
				E 01	020 211 012 155 430	Adhesive Vinyl Stencils - One Stic		\$149.20	
				E 01	020 211 012 155 430	Adhesive Vinyl Stencils - One Stic		\$119.36	
				E 01	020 211 012 155 430	Adhesive Vinyl Stencils - One Stic		\$104.44	
				E 01	020 211 012 155 430	Adhesive Vinyl Stencils - One Stic		\$119.36	
				E 01	020 211 012 155 430	Oversized Shipping		\$28.99	
				E 01	020 211 012 155 430	Shipping		\$23.99	
	<b>PO#:</b> 19225	<b>Voucher #:</b>	<b>71456</b>	Invoice	<b>Invoice No:</b> 4200420127	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$545.34</b>	
							<b>Check Amount:</b>	<b>\$545.34</b>	
0118	chec	105371	4930		<b>CRAZY CROW TRADING POST</b>		Check		
				E 01	020 258 000 313 430	MISC beads -leather- sewing materials		\$268.66	
				E 01	020 258 000 313 430	MISC beads -leather- sewing materials		\$268.66	
				E 01	020 258 000 313 430	MISC beads -leather- sewing materials		\$268.66	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105371	4930		<b>CRAZY CROW TRADING POST</b>		Check		
				E 01	020 258 000 313 430	MISC beads -leather- sewing materials		\$268.66	
				E 01	020 258 000 313 430	MISC beads -leather- sewing materials		\$268.66	
				E 01	020 258 000 313 430	MISC beads -leather- sewing materials		\$268.66	
				E 01	020 258 000 313 430	MISC beads -leather- sewing materials		\$268.66	
				E 01	020 258 000 313 430	Beads leather sewing material		\$268.66	
				E 01	020 258 000 313 430	beads, leather. raw hide		\$268.66	
				E 01	020 258 000 313 430	MISC beads ,leather ,sewing materials		\$473.69	
	<b>PO#:</b> 19247	<b>Voucher #:</b>	<b>71453</b>	Invoice	<b>Invoice No:</b> 723764	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$2,891.63</b>	
							<b>Check Amount:</b>	<b>\$2,891.63</b>	
0118	chec	105372	6555		<b>DAVID WAGNER</b>		Check		
				E 04	500 505 000 321 305	TRIP REFUND		\$2,508.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71455</b>	Invoice	<b>Invoice No:</b> COLORADO TRIP REFUND	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$2,508.00</b>	
							<b>Check Amount:</b>	<b>\$2,508.00</b>	
0118	chec	105373	4397		<b>DELTA DENTAL OF MN</b>		Check		
				E 01	010 203 000 000 291	ELEM RETIREE		\$190.16	
				E 01	020 211 000 000 291	SEC RETIREE		\$92.72	
				E 01	010 050 000 000 291	ADMIN RETIREE		\$140.26	
				B 01	215 046	DISTRICT CONTRIBUTION		\$1,242.20	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71543</b>	Invoice	<b>Invoice No:</b> RIS0004998688	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$1,665.34</b>	
							<b>Check Amount:</b>	<b>\$1,665.34</b>	
0118	chec	105374	6222		<b>DIMENSIONS EDUCATIONAL RESEARCH FOUNDATION</b>		Check		
				E 04	500 582 806 000 401	soyseal, 1 gallon #6929		\$165.00	
				E 04	500 582 806 000 401	Freight		\$24.75	
	<b>PO#:</b> 19240	<b>Voucher #:</b>	<b>71467</b>	Invoice	<b>Invoice No:</b> SI23389	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$189.75</b>	
							<b>Check Amount:</b>	<b>\$189.75</b>	
0118	chec	105375	06679	R	<b>FERRELLGAS</b>		Check		
				E 01	005 810 000 000 442	Boiler		\$1,136.66	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71499</b>	Invoice	<b>Invoice No:</b> 1123260347	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$1,136.66</b>	
				E 01	005 810 000 000 442	Bus Garage Manifold		\$130.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71500</b>	Invoice	<b>Invoice No:</b> 1123045852	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$130.00</b>	
							<b>Check Amount:</b>	<b>\$1,266.66</b>	
0118	chec	105376	03788	R	<b>HILLYARD/HUTCHINSON</b>		Check		
				E 01	005 810 000 000 410	SummerSupplies for June 1 per quote 100790		\$1,389.00	
	<b>PO#:</b> 19146	<b>Voucher #:</b>	<b>71514</b>	Invoice	<b>Invoice No:</b> 605128837	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$1,389.00</b>	
				E 01	005 810 000 000 410	SummerSupplies for June 1 per quote 100790		\$154.00	
	<b>PO#:</b> 19146	<b>Voucher #:</b>	<b>71515</b>	Invoice	<b>Invoice No:</b> 605143786	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$154.00</b>	
							<b>Check Amount:</b>	<b>\$1,543.00</b>	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105377	5590		<b>HOLDEN ELECTRIC</b>		Check		
				E 05	005 850 000 302 530	Ref PO18692 Equipment required to Remove		\$1,248.30	
		<b>PO#:</b> 19123	<b>Voucher #:</b>	<b>71516</b>	Invoice	<b>Invoice No:</b> 71726	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$1,248.30</b>
								<b>Check Amount:</b>	<b>\$1,248.30</b>
0118	chec	105378	6557		<b>JANET NAGEL</b>		Check		
				E 04	500 505 000 321 305	TRIP REFUND		\$2,508.00	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71462</b>	Invoice	<b>Invoice No:</b> COLORADO TRIP REFUND	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$2,508.00</b>
								<b>Check Amount:</b>	<b>\$2,508.00</b>
0118	chec	105379	01098		<b>JOHNSON TELEPHONE CO</b>		Check		
				E 01	005 010 000 000 320	R0520		\$605.33	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71459</b>	Invoice	<b>Invoice No:</b> R0520-06012023	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$605.33</b>
				E 01	040 810 000 000 320	R4513		\$31.13	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71460</b>	Invoice	<b>Invoice No:</b> R4513-06012023	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$31.13</b>
								<b>Check Amount:</b>	<b>\$636.46</b>
0118	chec	105380	6558		<b>KEVIN DONNER</b>		Check		
				E 04	500 505 000 321 305	TRIP REFUND		\$2,508.00	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71463</b>	Invoice	<b>Invoice No:</b> COLORADO TRIP REFUND	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$2,508.00</b>
								<b>Check Amount:</b>	<b>\$2,508.00</b>
0118	chec	105381	01095		<b>LAKE COUNTRY POWER</b>		Check		
				E 01	005 810 000 000 332	FOOTBALL LIGHTS		\$51.00	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71506</b>	Invoice	<b>Invoice No:</b> 100001475-5/1-6/1	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$51.00</b>
				E 01	005 810 000 000 332	BOILER HOUSE		\$6,181.00	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71507</b>	Invoice	<b>Invoice No:</b> 90000204/205 5/1-6/1	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$6,181.00</b>
				E 01	005 810 000 000 332	ECFE BUILDING		\$900.00	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71508</b>	Invoice	<b>Invoice No:</b> 90000206-5/1-6/1	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$900.00</b>
				E 01	005 810 000 000 332	MAIN SCHOOL		\$13,087.00	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71509</b>	Invoice	<b>Invoice No:</b> 90000203-5/1-6/1	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$13,087.00</b>
				E 01	005 810 000 000 332	FOOTBALL LIGHTS		\$50.00	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71510</b>	Invoice	<b>Invoice No:</b> 1000076-5/1-6/1	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$50.00</b>
								<b>Check Amount:</b>	<b>\$20,269.00</b>
0118	chec	105382	5597		<b>LIBERTY MUTUAL INSURANCE</b>		Check		
				E 01	005 940 000 000 340	Prop/Liab Insurance		\$4,494.00	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71468</b>	Invoice	<b>Invoice No:</b> 003040370	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$4,494.00</b>
								<b>Check Amount:</b>	<b>\$4,494.00</b>
0118	chec	105383	5965		<b>LOGAN MONROE</b>		Check		
				E 01	020 605 000 320 305	6/12-6/13/23		\$300.00	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>71504</b>	Invoice	<b>Invoice No:</b> 062023	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$300.00</b>
								<b>Check Amount:</b>	<b>\$300.00</b>

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105384	6562		<b>LORA HUSTON</b>		Check		
				E 04	500 505 000 321 305	TRIP REFUND		\$1,254.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71489</b>		Invoice	<b>Invoice No:</b>	COLORADO TRIP REFUND	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$1,254.00</b>
								<b>Check Amount:</b>	<b>\$1,254.00</b>
0118	chec	105385	5223		<b>MADISON NATIONAL LIFE</b>		Check		
				B 01	215 036	Ltd Insurance Withholding Payable-Dist		\$1,099.53	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71546</b>		Invoice	<b>Invoice No:</b>	062023	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$1,099.53</b>
								<b>Check Amount:</b>	<b>\$1,099.53</b>
0118	chec	105386	6205		<b>MARCIE SWENSON</b>		Check		
				E 04	500 505 000 321 305	Trip Refund		\$1,254.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71501</b>		Invoice	<b>Invoice No:</b>	Colorado Trip Refund	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$1,254.00</b>
								<b>Check Amount:</b>	<b>\$1,254.00</b>
0118	chec	105387	1095		<b>MARCO TECHNOLOGIES LLC</b>		Check		
				E 01	010 203 202 000 580	ELEMENTARY		\$773.37	
				E 01	020 211 000 000 580	SECONDARY		\$773.37	
				E 01	020 211 000 000 580	DISTRICT		\$773.38	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71466</b>		Invoice	<b>Invoice No:</b>	503507402	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$2,320.12</b>
								<b>Check Amount:</b>	<b>\$2,320.12</b>
0118	chec	105388	6559		<b>MARY BRUEMMER</b>		Check		
				E 04	500 505 000 321 305	TRIP REFUND		\$2,508.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71465</b>		Invoice	<b>Invoice No:</b>	COLORADO TRIP REFUND	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$2,508.00</b>
								<b>Check Amount:</b>	<b>\$2,508.00</b>
0118	chec	105389	4225		<b>MIDWEST BUS PARTS</b>		Check		
				E 03	005 760 000 720 420	RUST SEAL, BLACK		\$181.50	
				E 03	005 760 000 720 420	20-AR-50001-8 OZ SAMPLER KIT, BLACK		\$33.25	
				E 03	005 760 000 720 420	# FOLLOW THESE 15 RULES, 6" 6"		\$15.00	
				E 03	005 760 000 720 420	SHIPPING		\$18.99	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71544</b>		Invoice	<b>Invoice No:</b>	WEB63674	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$248.74</b>
								<b>Check Amount:</b>	<b>\$248.74</b>
0118	chec	105390	6556		<b>MIKE SPAUDE</b>		Check		
				E 04	500 505 000 321 305	TRIP REFUND		\$2,508.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71461</b>		Invoice	<b>Invoice No:</b>	COLORADO TRIP REFUND	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$2,508.00</b>
								<b>Check Amount:</b>	<b>\$2,508.00</b>
0118	chec	105391	05931		<b>MN GRADUATE SERVICES LTD</b>		Check		
				E 01	020 211 000 000 401	DIPLOMA INSERTS RIEHLE		\$20.00	
				E 01	020 211 000 000 401	SHIPPING		\$10.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71503</b>		Invoice	<b>Invoice No:</b>	321	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$30.00</b>
								<b>Check Amount:</b>	<b>\$30.00</b>

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	105392	6097		<b>NORTHERN DRUG SCREENING INC</b>		Check
				E 03	005 760 000 720 290 D.Bye DOT Physical		\$75.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>71535</b>	Invoice	<b>Invoice No:</b>	12531	<b>6/26/2023</b>	<b>Paid Amt: \$75.00</b>
							<b>Check Amount: \$75.00</b>
0118	chec	105393	6547		<b>NORTHLAND MONUMENT</b>		Check
				E 04	500 582 806 000 311 pallet deposit		\$125.00
				E 04	500 582 000 344 520 bluestone 1 1/2" stand up flagstone		\$4,876.40
				E 04	500 582 806 000 311 polysweep X-treme wide polymeric sand - plati		\$787.78
				E 04	500 582 000 344 520 delivery charge		\$200.00
<b>PO#: 19281</b>	<b>Voucher #:</b>	<b>71536</b>	Invoice	<b>Invoice No:</b>	NM13030	<b>6/26/2023</b>	<b>Paid Amt: \$5,989.18</b>
							<b>Check Amount: \$5,989.18</b>
0118	chec	105394	5439		<b>NOR-TRAN INC</b>		Check
				E 01	310 292 150 733 360 TRACK		\$5,146.50
<b>PO#:</b>	<b>Voucher #:</b>	<b>71495</b>	Invoice	<b>Invoice No:</b>	1897	<b>6/26/2023</b>	<b>Paid Amt: \$5,146.50</b>
							<b>Check Amount: \$5,146.50</b>
0118	chec	105395	5651		<b>OFFICE OF MNIT SERVICES</b>		Check
				E 01	005 810 000 000 320 Telephone		\$61.90
<b>PO#:</b>	<b>Voucher #:</b>	<b>71518</b>	Invoice	<b>Invoice No:</b>	w23050686	<b>6/26/2023</b>	<b>Paid Amt: \$61.90</b>
							<b>Check Amount: \$61.90</b>
0118	chec	105396	6561		<b>PATTY DANIELS</b>		Check
				E 04	500 505 000 321 305 TRIP REFUND		\$2,508.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>71476</b>	Invoice	<b>Invoice No:</b>	COLORADO TRIP REFUND	<b>6/26/2023</b>	<b>Paid Amt: \$2,508.00</b>
							<b>Check Amount: \$2,508.00</b>
0118	chec	105397	4632		<b>PEMBERTON SORLIE RUFER &amp;</b>		Check
				E 01	005 110 000 000 305 Consulting Fees		\$853.50
<b>PO#:</b>	<b>Voucher #:</b>	<b>71488</b>	Invoice	<b>Invoice No:</b>	158	<b>6/26/2023</b>	<b>Paid Amt: \$853.50</b>
							<b>Check Amount: \$853.50</b>
0118	chec	105398	2035		<b>PITNEY BOWES INC</b>		Check
				E 01	005 110 000 000 329 Postage		\$300.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>71557</b>	Invoice	<b>Invoice No:</b>	06262023	<b>6/26/2023</b>	<b>Paid Amt: \$300.00</b>
							<b>Check Amount: \$300.00</b>
0118	chec	105399	4667		<b>PITSCO EDUCATION</b>		Check
				E 01	010 203 202 000 430 Duplicate order-returned		\$247.50
<b>PO#:</b>	<b>Voucher #:</b>	<b>71496</b>	Invoice	<b>Invoice No:</b>	23000003611	<b>6/26/2023</b>	<b>Paid Amt: \$247.50</b>
				E 01	010 203 202 000 430 CREDIT FOR INVOICE #23-000003611		\$225.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>71497</b>	Credit	<b>Invoice No:</b>	CR23-00000354	<b>6/26/2023</b>	<b>Paid Amt: (\$225.00)</b>
							<b>Check Amount: \$22.50</b>

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105400	04532		<b>POPPLERS MUSIC INC</b>		Check		
				E 01	020 206 011 433 350	SRL# 018785 Yamaha Bari Saxophone Repai		\$130.00	
	<b>PO#:</b> 19267	<b>Voucher #:</b>	<b>71540</b>	Invoice	<b>Invoice No:</b> 2736837	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$130.00</b>	
								<b>Check Amount:</b>	<b>\$130.00</b>
0118	chec	105401	03258		<b>RAPIDS WELDING SUPPLY</b>		Check		
				E 01	020 255 058 000 430	MIG .030 Wire 10 lb spools		\$266.64	
				E 01	020 255 058 000 430	Tip Cleaners		\$24.20	
	<b>PO#:</b> 19164	<b>Voucher #:</b>	<b>71477</b>	Invoice	<b>Invoice No:</b> 0010107883	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$290.84</b>	
				E 01	020 255 058 000 430	Plasma Cutting Electrode Kit		\$92.70	
	<b>PO#:</b> 19164	<b>Voucher #:</b>	<b>71478</b>	Invoice	<b>Invoice No:</b> 0010108276	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$92.70</b>	
								<b>Check Amount:</b>	<b>\$383.54</b>
0118	chec	105402	3010		<b>RENNEBERG HARDWOODS INC</b>		Check		
				E 01	020 255 058 000 430	Pine		\$799.00	
	<b>PO#:</b> 19165	<b>Voucher #:</b>	<b>71498</b>	Invoice	<b>Invoice No:</b> 00012109	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$799.00</b>	
								<b>Check Amount:</b>	<b>\$799.00</b>
0118	chec	105403	6263		<b>REMIT RIVERSIDE ASSESSMENTS LLC</b>		Check		
				E 01	010 412 000 620 433	riverside scoring access key		\$180.00	
				E 01	010 412 000 620 433	shipping		\$29.51	
	<b>PO#:</b> 19239	<b>Voucher #:</b>	<b>71486</b>	Invoice	<b>Invoice No:</b> INV168838	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$209.51</b>	
				E 01	010 412 000 620 433	BDI3 paper record forms and online scoring		\$295.05	
	<b>PO#:</b> 19239	<b>Voucher #:</b>	<b>71487</b>	Invoice	<b>Invoice No:</b> INV169034	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$295.05</b>	
								<b>Check Amount:</b>	<b>\$504.56</b>
0118	chec	105404	05304		<b>SANDSTROM'S</b>		Check		
				E 02	005 770 000 710 495	MILK		\$67.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71548</b>	Invoice	<b>Invoice No:</b> 461022	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$67.00</b>	
				E 02	005 770 000 710 495	Milk		\$171.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71469</b>	Invoice	<b>Invoice No:</b> 459250	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$171.00</b>	
				E 02	005 770 000 710 495	Milk		\$100.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71470</b>	Invoice	<b>Invoice No:</b> 460464	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$100.00</b>	
				E 02	005 770 000 710 495	Milk		\$291.50	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>71471</b>	Invoice	<b>Invoice No:</b> 459652	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$291.50</b>	
								<b>Check Amount:</b>	<b>\$629.50</b>
0118	chec	105405	5165		<b>REMIT SCHOOL OUTFITTERS</b>		Check		
				E 01	010 203 012 155 401	SKU: LNT-GN06INCB-SO 6" Translucent Brilli		\$190.08	
				E 01	010 203 012 155 401	Freight		\$86.90	
	<b>PO#:</b> 19202	<b>Voucher #:</b>	<b>71472</b>	Invoice	<b>Invoice No:</b> INV13982028	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$276.98</b>	
								<b>Check Amount:</b>	<b>\$276.98</b>

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105406	6560		<b>SHERRY BERG</b>		Check		
				E 04	500 505 000 321 305	TRIP REFUND		\$75.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71475</b>	Invoice		<b>Invoice No:</b> COLORADO TRIP REFUND	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$75.00</b>	
							<b>Check Amount:</b>	<b>\$75.00</b>	
0118	chec	105407	5019		<b>SHERRY ROBINSON</b>		Check		
				E 01	020 605 000 320 305	POWWOW CONSULTANT		\$700.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71505</b>	Invoice		<b>Invoice No:</b> 06142023	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$700.00</b>	
							<b>Check Amount:</b>	<b>\$700.00</b>	
0118	chec	105408	5624		<b>SPEECH PARTNERS</b>		Check		
				E 01	010 401 000 740 394	Purchase Speech Services		\$3,750.60	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71473</b>	Invoice		<b>Invoice No:</b> 126327-126360	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$3,750.60</b>	
				E 01	010 401 000 740 394	Purchase Speech Services		\$4,947.60	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71474</b>	Invoice		<b>Invoice No:</b> 124994-125032	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$4,947.60</b>	
				E 01	010 401 000 740 394	Purchase Speech Services		\$458.85	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71521</b>	Invoice		<b>Invoice No:</b> 127261-127262	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$458.85</b>	
							<b>Check Amount:</b>	<b>\$9,157.05</b>	
0118	chec	105409	6514		<b>SYSCO WESTERN MINNESOTA, INC</b>		Check		
				E 02	005 770 000 701 530	KITCHEN SUPPLIES		\$64.15	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71479</b>	Invoice		<b>Invoice No:</b> 253404622	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$64.15</b>	
				E 02	005 770 000 701 530	KITCHEN SUPPLIES		\$853.57	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71480</b>	Invoice		<b>Invoice No:</b> 253407232	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$853.57</b>	
				E 02	005 770 000 701 530	KITCHEN SUPPLIES		\$30.93	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71481</b>	Invoice		<b>Invoice No:</b> 253408236	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$30.93</b>	
				E 02	005 770 000 701 530	KITCHEN SUPPLIES		\$373.21	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71482</b>	Invoice		<b>Invoice No:</b> 253407231	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$373.21</b>	
				E 02	005 770 000 701 530	KITCHEN SUPPLIES		\$69.39	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71483</b>	Invoice		<b>Invoice No:</b> 253404600	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$69.39</b>	
				E 02	005 770 000 701 530	KITCHEN SUPPLIES		\$218.79	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71484</b>	Invoice		<b>Invoice No:</b> 253404597	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$218.79</b>	
				E 02	005 770 000 701 530	KITCHEN SUPPLIES		\$57.33	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71485</b>	Invoice		<b>Invoice No:</b> 253401783	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$57.33</b>	
							<b>Check Amount:</b>	<b>\$1,667.37</b>	
0118	chec	105410	6146		<b>TC's FOODS INC</b>		Check		
				E 02	005 770 000 710 490	LUNCH-SUMMER SCHOOL		\$4.68	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71511</b>	Invoice		<b>Invoice No:</b> 178997	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$4.68</b>	
				E 02	005 770 000 710 490	LUNCH SUMMER SCHOOL		\$4.56	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71512</b>	Invoice		<b>Invoice No:</b> 178977	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$4.56</b>	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105410	6146		<b>TC's FOODS INC</b>		Check		
				E 02	005 770 000 710 490	LUNCH SUMMER SCHOOL		\$4.28	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71513</b>	Invoice		<b>Invoice No:</b> 180080	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$4.28</b>	
							<b>Check Amount:</b>	<b>\$13.52</b>	
0118	chec	105411	5652		<b>TEACHERSPAYTEACHERS</b>		Check		
				E 01	010 203 012 155 401	Into Reading HMH Spelling 4th Grade Whole `		\$42.00	
				E 01	010 203 012 155 401	Into Reading HMH Vocabulary 4th Grade Who		\$35.00	
				E 01	010 203 012 155 401	Freight		\$2.99	
<b>PO#:</b> 19129	<b>Voucher #:</b>	<b>71492</b>	Invoice		<b>Invoice No:</b> 230479205	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$79.99</b>	
							<b>Check Amount:</b>	<b>\$79.99</b>	
0118	chec	105412	6542		<b>THE SENSORY PATH, INC</b>		Check		
				E 01	010 203 012 161 430	bear path sensory path		\$1,500.00	
<b>PO#:</b> 19238	<b>Voucher #:</b>	<b>71493</b>	Invoice		<b>Invoice No:</b> 10938	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$1,500.00</b>	
							<b>Check Amount:</b>	<b>\$1,500.00</b>	
0118	chec	105413	6476		<b>UHS PREMIUM BILLING</b>		Check		
				E 01	010 203 000 000 291	ELEM RETIREE		\$855.67	
				E 01	020 211 000 000 291	SEC RETIREE		\$671.93	
				E 01	005 020 000 000 291	DISTRICT RETIREE		\$855.67	
				B 01	215 031	BOARD CONTRIBUTION		\$92,368.58	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71541</b>	Invoice		<b>Invoice No:</b> 686374156473	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$94,751.85</b>	
							<b>Check Amount:</b>	<b>\$94,751.85</b>	
0118	chec	105414	6473		<b>VENTRIS LEARNING LLC</b>		Check		
				E 01	010 400 000 000 430	Foundations Manual		\$140.00	
				E 01	010 400 000 000 430	Shipping and Handling		\$20.00	
<b>PO#:</b> 19150	<b>Voucher #:</b>	<b>71490</b>	Invoice		<b>Invoice No:</b> 20234952	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$160.00</b>	
							<b>Check Amount:</b>	<b>\$160.00</b>	
0118	chec	105415	6489		<b>VSP INSURANCE CO. (CT)</b>		Check		
				B 01	215 032	ER Cafe Plan Payroll Deductions		\$221.79	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71542</b>	Invoice		<b>Invoice No:</b> 818169441	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$221.79</b>	
							<b>Check Amount:</b>	<b>\$221.79</b>	
0118	chec	105416	6368		<b>REMIT W-E INSURANCE</b>		Check		
				E 01	005 940 000 000 340	CYBER RENEWAL		\$8,605.72	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71556</b>	Invoice		<b>Invoice No:</b> 06132023	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$8,605.72</b>	
							<b>Check Amount:</b>	<b>\$8,605.72</b>	
0118	chec	105417	6315		<b>WRIGHT SPECIALTY PREMIUM TRUST</b>		Check		
				E 01	005 940 000 000 340	Prop/Liab Insurance		\$265.32	
<b>PO#:</b>	<b>Voucher #:</b>	<b>71491</b>	Invoice		<b>Invoice No:</b> 282578	<b>6/26/2023</b>	<b>Paid Amt:</b>	<b>\$265.32</b>	
							<b>Check Amount:</b>	<b>\$265.32</b>	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	105418	6471		ZAHL PETROLEUM MAINTENANCE COMPANY		Check
				E 01	005 810 000 000 420	DRY-TEK Diesel® Fuel Additive for Oil Boiler	\$1,771.69
				E 01	005 810 000 000 420	shipping est	\$77.88
	<b>PO#:</b> 19185	<b>Voucher #:</b>	<b>71517</b>	Invoice	<b>Invoice No:</b> 0201646	<b>6/26/2023</b>	<b>Paid Amt: \$1,849.57</b>
							<b>Check Amount: \$1,849.57</b>
							<b>Report Total: \$326,239.12</b>

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

MSBA/MASA Model Policy 418

Orig. 1995

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

Rev. 2023~~2~~

## 418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

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

### I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, ~~(including edible cannabinoid products)~~, and controlled substances without a physician's prescription.

### II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, ~~(including edible cannabinoid products)~~, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, ~~(including edible cannabinoid products)~~, or controlled substances in any school location.
- ~~C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.~~
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

### III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants

that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.~~any route of administration.~~

- E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health ("Commissioner").
- F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- ~~H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.~~
- I. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- I. "Use" ~~means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.~~ includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

## V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.

***[Note: School districts are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, in accordance with school district procedures."]***

B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

***[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 United States Code section 8103; 34 Code of Federal Regulations Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]***

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.

F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the

general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

## **VI. SCHOOL PROGRAMS**

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
  - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
  - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## **VI. ENFORCEMENT**

- A. Students
  - 1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and (including edible cannabinoid products.)
  - 2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
  - 3. A student who violates the terms of this policy shall be subject to discipline in

accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

**Legal References:** Minn. Stat. [§ 120B.215 \(Education on Cannabis Use and Substance Use\)](#)  
[Minn. Stat. § 121A.22 \(Administration of Drugs and Medicine\)](#)  
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
[Minn. Stat. § 152.01, Subd. 15a \(Definitions\)](#)  
[Minn. Stat. § 152.0264 \(Cannabis Sale Crimes\)](#)  
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
[Minn. Stat. § 169A.31 \(Alcohol-Related School Bus or Head Start Bus Driving\)](#)  
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)  
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)  
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)  
[Minn. Stat. § 342.09 \(Personal Adult Use of Cannabis\)](#)  
[Minn. Stat. § 342.56 \(Limitations\)](#)  
Minn. Stat. § 609.684 (Abuse of Toxic Substances)  
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)  
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)  
21 U.S.C. § 812 (Schedules of Controlled Substances)  
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)

21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)

34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

***Cross References:***

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)

MSBA/MASA Model Policy 417 (Chemical Use and Abuse)

MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 516 (Student Medication)

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

MSBA/MASA Model Policy 419

Orig. 1995

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

Rev. 2023

**419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION**

***[Note: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes, section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minnesota Statutes, section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]***

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

***[Note: The following language is not required by law, but is recommended by MSBA for inclusion in this policy.]***

- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

**III. DEFINITIONS**

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-

campus events sponsored by the school district.

#### **V. VAPING PREVENTION INSTRUCTION**

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

**[NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]**

#### **VI. ENFORCEMENT**

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

#### **VII. DISSEMINATION OF POLICY**

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

**Legal References:** Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)  
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)

2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)

Adopted: 01/2003

Revised: 10/22/13, 07/01/2023

Reviewed:

## **425 STAFF DEVELOPMENT AND MENTORING**

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

### **I. PURPOSE**

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

### **II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS**

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.
2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term<sup>1\*</sup> based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school board. Team members shall serve a two-year term\* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

### **III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE**

A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board twice a year.<sup>2\*</sup>

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<sup>1\*</sup> This time period may be changed to accommodate individual school district needs.

- B. The Staff Development Plan must contain the following elements:
1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;
- [Note: The board-determined education outcomes for your district could be inserted here.]***
2. The means to achieve the Staff Development outcomes;
  3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
  4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
    - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
    - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
    - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
    - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
    - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
    - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
    - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
  5. The Staff Development Plan also must:
    - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
    - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
    - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
    - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and

- opportunities and raise student achievement; and
- e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
  - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
  - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
  - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
  - e. Align with state and local academic standards;
  - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
  - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
  - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
  - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

***[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]***

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.

- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis<sup>3\*</sup> the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

#### **IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM**

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.\*
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

#### **V. STAFF DEVELOPMENT FUNDING**

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. . To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

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<sup>3\*</sup> This time period may be changed to accommodate individual school district needs.

- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher’s knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

**VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS**

- A. On a yearly<sup>4\*</sup> basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.\*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:
  - 1. additional stipends as incentives to mentors of color or who are American Indian;
  - 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
  - 3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
  - 4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other

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<sup>4\*</sup> This time period may be changed to accommodate individual school district needs.

American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

#### **VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF**

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

#### **VIII. REPORTING**

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.
    - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
    - 2. The report will provide a breakdown of expenditures for:
      - a. Curriculum development and curriculum training programs;
      - b. Staff development training models, workshops, and conferences; and
      - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

  - 3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

**Legal References:** Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)  
Minn. Stat. § 120A.415 (Extended School Calendar)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)  
Minn. Stat. § 121A.642 (Paraprofessional Training)  
Minn. Stat. § 122A.187 (Expiration and Renewal)  
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)  
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)  
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)  
Minn. Stat. § 123B.147, subd. 3 (Principals)  
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)  
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)  
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)  
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

**Cross References:** None.

**Independent School District #118 Policy 446**

Adopted: 12/16/98

Revised: 12/99, 08/02, 01/06, 09/06, 12/07, 10/10, 10/11, 11/12, 11/13, 10/14, 11/15, 8/18/16, 2/13/18, 10/09/18, 1/2020, 10/21, 10/22, 4/23

**446. PAY RATES FOR ACTIVITIES**

**I. PURPOSE**

To set pay rates for positions related to activities.

**II. GENERAL STATEMENT OF POLICY**

Persons who are not covered under the NREM contract and/or not employees will be paid for the activities listed on this schedule using this schedule until it is revised.

<b>Base</b>	
Coaches / Advisors	Pay per Appendix E in the Master Agreement between ISD #118 and NREM (Northland Remer Education MN)
Officials for Junior High or Junior Varsity Games	\$45.00 per game
Detention	Per Article VII, Sec. 5 of Master Agreement between ISD #118 and NREM
Tutor	Per Article VII, Sec. 5 of Master Agreement between ISD #118 and NREM

Activity Director	Pay per Appendix E in the Master Agreement between ISD #118 and NREM
Meal Reimbursement	As per Minnesota Commissioner's Plan
Homebound	Pay per Article VII in the Master Agreement between ISD #118 and NREM
Event Workers-	Pay per Article VII, Sect. 3. Of Master Agreement between ISD #118 and NREM
Event Supervisor	\$75
Referee	Referee pay per Iron Range Association contract
Sub Driver Regular route	90% of Step 1 based on Master Agreement between ISD #118 and MSEA
Long Term Sub Driver	95% of Step 1 based on Master Agreement between ISD #118 and MSEA
Activity/Field Trip Driver	Step one from the regular bus driver's pay scale

ITV/On-Line Assistant	\$10.50 per hour
Non-certified short-term substitutes (Custodian, Food Service, or Para)	90% of Step 1 based on Master Agreement between ISD #118 and MSEA
Non-certified long-term substitutes (Custodian, Food Service or Para)	95% of Step 1 based on Master Agreement between ISD #118 and MSEA
Short-term substitute teacher	70% of Step 1, Lane 1 based on Master Agreement between ISD #118 and NREM
Substitute Teacher	\$125 per day
Retired Teacher Substitute	\$135 per day
Long Term Substitute Teacher (more than 15 consecutive days in the same position)	75% of Step 1, Lane 1 based on Master Agreement between ISD #118 and NREM

**502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON**

**I. PURPOSE**

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

**II. GENERAL STATEMENT OF POLICY**

**A. Lockers and Personal Possessions Within a Locker.**

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

**B. Desks.**

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

**C. Personal Possessions and Student's Person.**

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules or its operations. The search will be reasonable in its scope and intrusiveness.

**D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband or other items which affect the school operations. A violation occurs when students carry contraband or other items which affect the school operations on their person or in their personal possessions.**

**III. DEFINITIONS**

**A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages,**

controlled substances and “look-alikes”, overdue books and other materials belonging to the school district, and stolen property.

- B.. “Personal possessions” includes but is not limited to purses, backpacks, book bags, packages, and clothing.
- C. “Reasonable suspicion” means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- .D. “Reasonable scope” means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

#### **IV. PROCEDURES**

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School officials may inspect the personal possessions of a student and/or a student’s person based on a reasonable suspicion that the search will uncover a violation of law or school rules *or* other items which affect school operations. A search of personal possessions of a student and/or a student’s person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- F. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

#### **V. DIRECTIVES AND GUIDELINES**

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting images which may constitute sexual harassment, etc.

## **VI. SEIZURE OF CONTRABAND**

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

## **VII. VIOLATIONS**

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

**Legal References:** U.S. Const., amend. IV  
Minn. Const., art. I, §10  
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)  
Minn. Stat. § 121A.72 (school locker policy)  
G.C. v. Owensboror Public Schools, 711 F.3d 623 (6<sup>th</sup> Cir, 2013)

**Cross Reference:** MSBA/MASA Model Policy 417 (Chemical Use/Abuse)  
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)  
MSBA/MASA Model Policy 501 (School Weapons)  
MSBA/MASA Model Policy 506 (Student Discipline)  
Policy 527.1 (Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches)

*Independent School District #118 Policy 505*  
*Orig. 1995*  
*Adopted: 9/15/97*  
*Revised: 6/02, 1/18, 5/23*

**505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES**

**I. PURPOSE**

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

**II. GENERAL STATEMENT OF POLICY**

- A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.
- B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

**III. DEFINITIONS**

- A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.
- B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.
- C. "Obscene to minors" means:
  - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
  - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
  - 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

- D. "Minor" means any person under the age of eighteen (18).
- E. "Material and substantial disruption" of a normal school activity means:
  - 1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
  - 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.
- G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

#### **IV. GUIDELINES**

- A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.
- B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:
  - 1. is obscene to minors;
  - 2. is libelous or slanderous;
  - 3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
  - 4. advertises or promotes any product or service not permitted to minors by law;
  - 5. advocates violence or other illegal conduct;
  - 6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:
1. whether the material is educationally related;
  2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
  3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
  4. the quantity or size of materials to be distributed;
  5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;
  6. whether distribution would require that nonschool persons be present on the school grounds;
  7. whether the materials are a solicitation for goods or services not requested by the recipients.

**V. TIME, PLACE, AND MANNER OF DISTRIBUTION**

- A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

**VI. PROCEDURES**

- A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:
  1. Name and phone number of the person submitting the request and, if a

student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.
  3. Location where material will be distributed.
  4. If material is intended for students, the grade(s) of students to whom the distribution is intended.
- B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.
- D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.
- E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

#### **VII. DISCIPLINARY ACTION**

- A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.
- B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.
- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

#### **VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES**

A copy of this policy will be published in student handbooks and posted in school buildings.

#### **IX. IMPLEMENTATION**

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

**[Note: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]**

- Legal References:** U. S. Const., amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988)  
*Bethel Sch. Dist. No. 403 v. Fraser*, 478 U.S. 675 (1986)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503 (1969)  
*Bystrom v. Fridley High School*, 822 F.2d 747 (8<sup>th</sup> Cir. 1987)  
*Roark v. South Iron R-1 School Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
*Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist.*, 640 F.3d 329 (8<sup>th</sup> Cir. 2011), cert. denied 565 U.S. 1036 (2011)
- Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)  
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

*Adopted: 9/15/97*

*Revised: 2/18/99*

*8/21/03*

*05/20/04, 4/09, 1/18, 5/23*

**508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUAL EDUCATION PROGRAMS**

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

**I. PURPOSE**

The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individual education programs (IEP) when necessary to provide a free appropriate public education (FAPE).

**II. GENERAL STATEMENT OF POLICY**

- A. Extended School Year Services Must Be Available to Provide a FAPE. The school district shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.
- B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:
  - 1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
  - 2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
  - 3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.
- C. Required Factors Schools Must Consider In Making ESY Determinations. The IEP team must decide ESY eligibility using information including:

1. Prior observations of the student's regression and recoupment over the summer;
  2. Observation of the student's tendency to regress over extended breaks in instruction during the school year; and
  3. Experience with other students with similar instructional needs.
- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:
1. The student's progress and maintenance of skills during the regular school year.
  2. The student's degree of impairment.
  3. The student's rate of progress.
  4. The student's behavioral or physical problems.
  5. The availability of alternative resources.
  6. The student's ability and need to interact with nondisabled peers.
  7. The areas of the student's curriculum which need continuous attention.
  8. The student's vocational needs.
- E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.
- F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

**Legal References:** Minn. Stat. § 125A.14 (Extended School Year)  
Minn. Rules Part 3525.0755  
20 U.S.C. § 1401 *et. seq.* (Individuals with Disabilities Education Act )  
34 C.F.R. Part 300 (*IDEA Regulations*)

**Cross References:** None

Adopted: 9/15/97

Independent School District #11 Policy 509

Revised: 7/20/00

06/20/02

05/20/04, 3/15/07, 7/19/23

Reviewed: 1/2018

## **509 ENROLLMENT OF NONRESIDENT STUDENTS**

### **I. PURPOSE**

The school district desires to participate in the Enrollment Options Program established by Minn. Stat. §124D.03. It is the purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

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

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

### **III. OPEN ENROLLMENT PROCESS**

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

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

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

### **IV. BASIS FOR DECISIONS**

A. Standards that may be used for rejection of application. In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minn. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:

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

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

2. possessing or using an illegal drug at school or a school function; 509-2

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment;

1. previous academic achievement of a student;

2. athletic or extracurricular ability of a student;

3. disabling conditions of a student;

4. a student's proficiency in the English language;

5. \ the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

D. Application

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

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

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

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

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

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

F. Exclusion.

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

F. Termination of Enrollment.

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03, or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn Ch. 620A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.226, Subd. 6.

2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

G. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to 509-4 another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

**Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)  
Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)  
Minn. Stat. § 121A.40-121A.56 ( Pupil Fair Dismissal Act)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)  
Minn. Stat. § 124D.68 ( Graduation Incentives Program)  
Minn. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)  
Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. App. 2005) (unpublished)

18 U.S.C. 930, para. (g)(2) (Definition of weapon)

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

Adopted: 9/15/97

Revised: 7/20/00

7/22/03, 2/19/08, 10/25/11, 2019, 5/2023

Reviewed: 1/2018

## **510 SCHOOL ACTIVITIES**

### **I. PURPOSE**

The purpose of this policy is to impart to students, employees and the community the school district's policy related to the student activity program.

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

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

### **III. RESPONSIBILITY**

A. The school board expects all students who participate in school sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.

B. The school board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

C. It shall be the responsibility of the superintendent to disseminate information needed to inform students, parents, staff and the community of the opportunities available within the school activity program and the rules of participation.

C. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. It shall be the responsibility of those employees who conduct MSHSL activities to familiarize students and parents with all applicable rules, penalties, and opportunities.

D. The Activity Director shall be responsible for conducting a continuing evaluation of school activity programs and presenting the results and any recommendations to the superintendent who will bring the evaluation and recommendation to the school board. Oral presentations at the Board meeting will suffice.

F. The school board will ensure that any funds raised for extracurricular activities will be spent only on extracurricular activities.

***Legal References:*** Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)

***Cross References:*** MSBA/MASA Model Policy 503 (Student Attendance)  
MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 713 (Student Activity Accounting)

*Adopted: 9/15/97*  
*Revised: 7/20/00*  
*7/22/03, 3/15/07, 10/25/11*  
*Amended: 3/18/04, 5/20/04*  
*Updated: 3/15/07, 02/08*  
*Reviewed: 1/2018, 5/17/23*

*Independent School District #118 Policy 511*

## **511 STUDENT FUNDRAISING**

### **I. PURPOSE**

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

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

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

### **III. RESPONSIBILITY**

- A. It shall be the responsibility of the building administrators to develop recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved in advance by the administration. Participation in nonapproved activities shall be considered a violation of school district policy.
- C. It shall be the responsibility of the superintendent to provide coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. No school organization or club may solicit funds from students, staff, or the public or distribute flyers related to fund drives through the schools without the approval of the superintendent or his designee.

### **IV. HANDLING OF DISTRICT MONEY**

Monies collected by the School District employees and by student treasurers shall be handled with good and prudent business procedures both to demonstrate the ability of school system employees to operate in that fashion and to teach such procedures to students.

Monies amounting to over one dollar shall be receipted and accounted for and directed without delay to the proper location for deposit.

In no case shall monies be left outside of the securely locked location in schools, and shall be deposited within 24 hours

All money received on account of co-curricular school activities of the teachers and students shall be turned over to the District treasurer or his/her designee, who shall deposit the money in the general fund to be disbursed for expenses and salaries connected with the activities, or by the Board upon properly allowed itemized claims.

Because of the ever-present possibility of break-ins, district monies are not safe in the buildings and should not be kept on the premises overnight. Monies collected after the daily bank deposit shall be stored in the securely locked location until the next banking day.

## **V. ANNUAL REPORT**

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

<i>Legal References:</i>	Minn. Stat. § 123B.36 (Authorized Fees) Minn. Stat. § 120A.20 (Age Limitations: Pupils) Minn. Stat. § 123B.09, Subd. 8 (duties)
<i>Cross References:</i>	MSBA/MASA Model Policy 506 (Student Discipline)

### **Fund Raising Guideline**

*Attachment to Policy #511*

*Every fund raiser must be pre-approved by the administrator in charge of the group.*

*Advisors need to complete this guideline and submit it to the appropriate administrator for each fund raiser.*

Name of Group: \_\_\_\_\_ Advisor \_\_\_\_\_

Fund Raising Purpose: \_\_\_\_\_

Fund Raiser Description: \_\_\_\_\_

**Date(s) of Fundraiser:**

**Who is going to handle the money?**

Kick off date: \_\_\_\_\_

\_\_\_\_\_

End date: \_\_\_\_\_

\_\_\_\_\_

**Deposits will be made daily. List dates of deposit:**

<b>Date</b>	<b>Deposit Amount</b>	<b>Central Office Verification</b> If deposit is missed, contact Administrator immediately

Cash collected is deposited and never used to purchase anything. Receipts are required for all purchases.

If there is a contract for the product(s) being sold with a company, the contract must be reviewed prior to authorization by the appropriate administrator.

Name of Company: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone #: \_\_\_\_\_

**Contract reviewed by:**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Attach Contract:** \_\_\_\_\_

**Check written to company for products sold**

**Date**

**Amount**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_

Adopted: 5/20/04

Independent School District #118 Policy 514

Revised: 5/24/05, 8/22

Reviewed /Revised: 2/16/06 , 3/15/07, 3/09, 11/12, 10/13, 7/14, 2/16, 10/16, 8/17, 8/18, 12/19, 10/20, 10/21, 7/10/23

## **514 PROHIBITION OF HARRASSMENT, INTIMIDATION AND BULLYING**

### **I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Harassment, intimidation and bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and/or a teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of harassment, intimidation and bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent harassment, intimidation and bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of harassment, intimidation and bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive behavior.

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

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
  - 1. on the school premises, at the school functions or activities, on the school transportation;
  - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
  - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a co curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to

an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

- H. False accusations or reports of bullying against another student are prohibited.

- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

~~A. — An act of harassment, intimidation and bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school-related functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of harassment, intimidation and bullying but also to students who, by their indirect behavior, condone or support another student's act of harassment, intimidation and bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources.~~

~~B. — No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate harassment, intimidation or bullying~~

~~C. — Apparent permission or consent by a student being harassed, intimidated or bullied does not lessen or negate the prohibitions contained in this policy.~~

~~D. — Retaliation against a victim, good faith reporter, or a witness of harassment, intimidation or bullying is prohibited.~~

~~E. — False accusations or reports of harassment, intimidation and bullying against another student are prohibited.~~

~~F. — A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying, or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's discipline policy (See policy 506). The school district may take into account the following factors:~~

- ~~1. — The developmental ages and maturity levels of the parties involved;~~
- ~~2. — The levels of harm, surrounding circumstances, and nature of the behavior;~~
- ~~3. — Past incidences or past or continuing patterns of behavior;~~
- ~~4. — The relationship between the parties involved; and~~
- ~~5. — The context in which the alleged incidents occurred.~~

~~Consequences for students who commit prohibited acts of harassment, intimidation and bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.~~

~~Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and~~

~~including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.~~

~~G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.~~

### III. DEFINITIONS

A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaged in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

~~—The term, “bullying” specifically includes cyberbullying as defined in this policy. The term “bullying” specifically includes cyberbullying, malicious and sadistic conduct as defined in this policy, and sexual exploitation.~~

B. “Cyberbullying” means bullying using technology or other electronic communication, including , but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. “Immediately” means as soon as possible but in no event longer than 24 hours.

D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property.
2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a students; or
3. Is directed to any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual

orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age or any additional characteristic defined in the Minnesota Human Rights act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined on this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

E,F "On school premises, on school district property, at school-related functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting harassment, intimidation and bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

FG. "Prohibited conduct" means bullying ~~or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.~~ malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

G.H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

H.I "Student" means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

A. Any person who believes he or she has been target or the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously, However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal or the principal's designee or the building supervisor (hereinafter "building report taker") is the person responsible for receiving reports of bullying or other

prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include harassment, intimidation and bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building principal immediately.

E. Reports of harassment, intimidation and bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

F. Submission of a good faith complaint or report of harassment, intimidation and bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. SCHOOL DISTRICT ACTION**

A. Upon receipt of a complaint or report of harassment, intimidation and bullying, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district. For the incident to be classified as bullying there must be:

1. An inequity of power between parties;
2. the event must have occurred over time, i.e., repeated;
3. must have malicious intent;
4. substantially interferes with the student's educational benefits, opportunities or performance.

OR Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant,

reporter, students, or others pending completion of an investigation of harassment, intimidation or bullying, consistent with applicable law.

OR The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; school district policies; and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a harassment, intimidation or bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged harassment, intimidation and bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such harassment, intimidation and bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

## **VII. TRAINING AND EDUCATION**

A. The school district will provide information and any applicable training to school district staff regarding this policy. This policy will be reviewed annually with staff.

B. The school district will provide education and information to students regarding harassment, intimidation and bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of harassment, intimidation and bullying and other applicable initiatives to prevent harassment, intimidation and bullying. This policy will be reviewed with students annually.

C. The administration of the school district is directed to implement programs and other initiatives to prevent harassment, intimidation and bullying, to respond to harassment, intimidation and bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of harassment, intimidation and bullying.

.D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and

resourcefulness.

- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

## **VIII. NOTICE**

The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

- B. This policy ~~or a summary thereof~~ must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
- C. This policy must be distributed ~~given~~ to each school district or school employee and independent contractor at the time of hiring or contracting. ~~who regularly interacts with students at the time of initial employment with the school district.~~
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

## **IX. PROCEDURE**

A. The Superintendent of Schools or the Superintendent's designee shall annually place this policy in all publications of the School District's comprehensive rules, procedures and standards of conduct for schools within the district, including the student handbook.

B. The Principal or the Principal's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy. All other members of the school community including students, parents, volunteers and visitors, are encouraged to report any act that may be in violation of this policy. The reporting party is encouraged to submit reports in writing. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

C. The Principal or the Principal's designee shall conduct a prompt, (within 48 hours excluding weekends & holidays) thorough and complete investigation of the alleged incident.

D. The School District prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature and circumstances of the act, in accordance with case law, federal and state statutes and regulation and district policies and procedures.

E. In determining the appropriate response to students who commit acts of harassment, intimidation or bullying, the Principal shall consider the following factors:

1. the developmental and maturity levels of the parties involved,
2. the levels of harm,
3. the surrounding circumstances,
4. the nature of the behaviors,
5. past incidences or past or continuing patterns of behavior,
6. the relationships between the parties involved and the context in which the alleged incidents occurred,
7. an inequity of power between parties,
8. the event must have occurred over time, i.e., repeated,
9. must have malicious intent,
10. Substantially interferes with the student's educational benefits, opportunities or performance.

Consequences and appropriate remedial action for students who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

F. The Principal or the Principal's designee shall develop appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another, as a means of harassment, intimidation or bullying shall be disciplined in accordance with District policies, procedures and agreements.

## **IX. PROCEDURES/POLICY REVIEW**

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Model Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)  
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. Ch. 124E (Charter Schools)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 423 (Employee-Student Relationships)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
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 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

~~A. The Superintendent of Schools or the Superintendent's designee shall annually place this policy in all publications of the School District's comprehensive rules, procedures and standards of conduct for schools within the district, including the student handbook.—~~

~~B. The Principal or the Principal's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy. All other members of the school community including students, parents, volunteers and visitors, are encouraged to report any act that may be in violation of this policy. The reporting party is encouraged to submit reports in writing. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.~~

~~C. The Principal or the Principal's designee shall conduct a prompt, (within 48 hours excluding weekends & holidays) thorough and complete investigation of the alleged incident.~~

~~D. The School District prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature and circumstances of the act, in accordance with case law, federal and state statutes and regulation and district policies and procedures.~~

~~E. In determining the appropriate response to students who commit acts of harassment, intimidation or bullying, the Principal shall consider the following factors:~~

- ~~1. the developmental and maturity levels of the parties involved,~~

- ~~2. the levels of harm,~~
- ~~3. the surrounding circumstances,~~
- ~~4. the nature of the behaviors,~~
- ~~5. past incidences or past or continuing patterns of behavior,~~
- ~~6. the relationships between the parties involved and the context in which the alleged incidents occurred,~~
- ~~7. an inequity of power between parties,~~
- ~~8. the event must have occurred over time, i.e., repeated,~~
- ~~9. must have malicious intent,~~
- ~~10. Substantially interferes with the student's educational benefits, opportunities or performance.~~

~~Consequences and appropriate remedial action for students who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion.~~

~~F. The Principal or the Principal's designee shall develop appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another, as a means of harassment, intimidation or bullying shall be disciplined in accordance with District policies, procedures and agreements.~~

~~**Legal References:** Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)~~

~~**Cross References:** MASA/MSBA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MASA/MSBA Model Policy 413 (Harassment and Violence)  
MASA/MSBA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MASA/MSBA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MASA/MSBA Model Policy 423 (Employee-Student Relationships)  
MASA/MSBA Model Policy 501 (School Weapons Policy)  
MASA/MSBA Model Policy 506 (Student Discipline)  
MASA/MSBA Model Policy 507 (Corporal Punishment)  
MASA/MSBA Model Policy 515 (Protection and Privacy of Pupil Records)  
MASA/MSBA Model Policy 521 (Student Disability Nondiscrimination)  
MASA/MSBA Model Policy 522 (Student Sex Nondiscrimination)  
MASA/MSBA Model Policy 525 (Violence Prevention)  
MASA/MSBA Model Policy 526 (Hazing Prohibition)  
MASA/MSBA Model Policy 529 (Staff Notification of Violent Behavior by Students)~~

~~MASA/MSBA Model Policy 709 (Student Transportation Safety Policy)~~

~~MASA/MSBA Model Policy 711 (Videotaping on School Buses)~~

~~MASA/MSBA Model Policy 712 (Video Surveillance Other Than on Buses)~~

## 516.5 OVERDOSE MEDICATION

***[Note: The 2023 Minnesota legislature enacted legislation requiring school districts to maintain a supply of opiate antagonists. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of medication. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]***

### 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)<sup>1</sup>, 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.

**[Note: The Minnesota Department of Education offered guidance regarding the meaning of “school site.” If a school site includes multiple buildings, the two-dose requirement applies to buildings used for instruction. It does not apply to administrative buildings, facility buildings, ice arenas, and similar buildings not used for instruction.]**

- 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 (“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 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 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:
  - a. 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;
  - b. 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 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 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.
2. 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.).

***[Note: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]***

- 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.015 (School Bus Driver Immunity from Liability)  
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

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

# **Board Report**

## **Transportation Department July 2023**

- **Finishing up all of the preventive maintenance on our buses.**
- **Still working to get everything set up in the new shop.(can't be too much left).**
- **Almost done deep cleaning the buses.**
- **Will be attending the “Train the Trainer” convention at the end of July.**
- **Our drivers will be attending an additional 2 hour training course that will greatly benefit our staff and students.**
- **Getting it set up to have one of our buses in the Harvest Festival parade. (hoping to get some admin, maybe some teachers, drivers, etc to hand out candy). I'm sure the kids would be very happy to see their teachers/drivers handing out candy and waving with a smile.**
- **Bus has a “Now Hiring” sign on it, as well as a sign stating when school starts.**
- **Trying out an advertising strategy to help bring in some new bus drivers. As of this meeting, 2**

**potential applicants have contacted me because of the sign on the bus. An interview to possibly hire a sub will be scheduled within the next week.**

- **Training for our drivers has already been set up and is in place for august 25th, august 29th, and september 15th.**

# ***Northland Community Schools***

Independent School District #118

## **School Board Report**

**Date:** July23



- New Bus garage – Light poles are still an open item, poles are up waiting on parts to complete. Zach is also waiting for Hotsy to come out to finish the hot pressure washer. New lighting controller replaced on warranty.
- HS Gym Floor maint coat was completed
- Maint Staff are making good progress with floor and room maint focusing on the East wings, soon will shift to West and ECFE
- Elem gym AHU project – Thelen on schedule, paint duct this week, JK Mechanical doing HW and Chiller tie in piping next couple weeks. AHU delivery delayed to Aug4 ship date
- Underground fuel tank annual insp passed for MPCA compliance



This Service Agreement (the “Agreement”) is entered into July 1, 2023 (the “Effective Date”) by and between Northland Community Schools, ISD #0118 (the “Customer”) located at 316 Main Street East, Remer, MN 56672 and Arrowhead Regional Computing Consortium (ARCC) (the “Service Provider”) located at 4884 Miller Trunk Highway, Suite 300 Duluth, MN 55811, also individually referred to as the “Party”, and collectively the “Parties”.

1. **Services.** The Service Provider shall perform the services listed in this Exhibit 1 (the “Services”).
2. **Compensation.** The Customer agrees to pay the Service Provider the following rates:
  - Business Manager Services \$125.00 per Hour
  - Bank Reconciliation Services \$100.00 per Hour
  - With a cap of \$63,000 for the service period
3. Mileage will be billed at the current IRS rate. Lodging and meals will be billed at cost. Mileage and lodging must be pre-approved by the customer.
4. **Payment.** The Service Provider shall submit an invoice to the Customer quarterly. Invoices shall be paid within 30 days from the date of the invoice.
5. The term of this agreement shall cover the period of July 21, 2023 through June 30, 2024.
6. Either Party may terminate the Agreement at any time upon 60 days’ prior written notice to the other Party. In the event the Customer terminates the Agreement, the Customer shall still remain obligated to pay the Service Provider for any Services performed up to the date of termination and any expenses approved, but not paid, prior to the date of termination. In the event the Service Provider terminates the Agreement, the Service Provider shall reimburse the Customer any amounts previously paid to the Service Provider for which the Service Provider has not yet performed the Services.
7. **Contract Renewal.** Both parties will determine the scope and cost of ongoing services beyond June 30, 2024 no later than May 1, 2024.
8. **No Exclusivity.** The Parties understand this Agreement is not an exclusive arrangement. The Parties agree they are free to enter into other similar agreements with other parties. The Service Provider agrees the Service Provider will not enter into any agreements that conflict with the Service Provider’s obligations under this Agreement.
9. **Dispute Resolution.**
  - Choice of Law. The Parties agree that this Agreement shall be governed by the State in which the duties of this Agreement are expected to take place.

Negotiation. In the event of a dispute, the Parties agree to work towards a resolution through good faith negotiation.

Mediation or Binding Arbitration. In the event that a dispute cannot be resolved through good faith negotiation, the Parties agree to submit to binding mediation or arbitration.

Attorney's Fees. In the event of Arbitration and/or Mediation, the prevailing Party will be entitled to its legal fees, including, but not limited to, its attorneys' fees.

9. Assignment. The Parties may not assign their rights and/or obligations under this Agreement.
10. Complete Contract. This Agreement constitutes the Parties entire understanding of their rights and obligations. This Agreement supersedes any other written or verbal communications between the Parties. Any subsequent changes to this Agreement must be made in writing and signed by both Parties.
11. Severability. If any section of this Agreement is found to be invalid, illegal, or unenforceable, the rest of this Agreement will still be enforceable.
12. Waiver. Neither Party can waive any provision of this Agreement, or any rights or obligations under this Agreement, unless agreed to in writing. If any provision, right, or obligation is waived, it is only waived to the extent agreed to in writing.

**Customer**

Northland Community Schools, ISD #0118

Signed by its (Position) \_\_\_\_\_  
Name (Printed) \_\_\_\_\_  
Signature \_\_\_\_\_  
Date \_\_\_\_\_

**Service Provider**

Arrowhead Regional Computing Consortium

Signed by its (Position) Executive Director  
Name (Printed) Cindy Lee Olson  
Signature *Cindy Lee Olson*  
Date 07/03/2023

# Northland Community Schools

ISD #118



## Interscholastic Athletics Coaches Handbook

20231-20242

*ISD #118 does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, familial status, religion, creed, gender, marital status, genetic information, or receipt of public assistance in admission, access to, or treatment or employment in its programs and activities.*

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## Statement of Philosophy

The basic philosophy of the interscholastic athletic program of Independent School District #118 is to provide an opportunity for as many students as possible to take part in as many sports activities as possible under the qualified leadership of a competent coach.

The students should be the center around which all activities are organized, with their welfare the focal point of the program. Although the district takes pride in winning, it does not condone “winning at any cost” and rejects any and all pressures and practices which tend to submerge good mental health beneath the desire to win.

The athletic program as designed and administered should contribute substantially to the total educational program offered to the students by the district. Participation in athletics shall be regarded in its proper perspectives as one of several worthwhile types of educational experiences.

## Objectives of Participation

1. The development of a high level of physical fitness with emphasis on neuromuscular skills.
2. The development and practice of an appreciation for sportsmanship, to be gracious and humble in both victory and defeat.
3. The participation in interscholastic competition shall grow out of a broad program of participation for all students.
4. The development within each individual of a working knowledge of the need to practice teamwork and cooperation in their relationship with others.
5. The opportunities to observe and participate in a wide variety of individual and team sports.
6. The development of the qualities of leadership within the participants and also the qualities of recognizing good leadership.
7. The development of traits of character which will cause the participant to make the maximum contribution to society.
8. The development of knowledge of the rules of the game.
9. The development of the ability to budget one’s time in a number of activities.
10. The development of self confidence within the individual participants.

## Value of Athletics

Interscholastic athletics is a definite part of the overall school program. Students who choose to try out and are selected to represent the school assume an obligation not only for themselves but also for those whom they represent. The athletic award represents, not only participation by the individual in a specified amount of interscholastic play, but also the good citizenship which can be expected of a selected representative student. The athletic program provides certain opportunities and emphasizes definite goals:

1. Athletes are taught to accept decisions and responsibilities. Then, and only then, will they become good citizens.
2. Athletic competition is a great equalizer; individuals are judged for what they are, not their creed or color, nor their economic or social status.
3. The intense emotional situation in competitive sports is a maturing factor. Athletes have an opportunity to learn their strengths and weaknesses.
4. Athletics provide for rapid physical development and give participants satisfaction in accomplishment that few other activities can match.
5. The desire to win is emphasized because it encourages athletes to try to do their very best.
6. Discipline and work habits are included in preparing athletes for competition.

## **Code of Ethics for Coaches Minnesota State High School Coaches Association**

### **As a Professional Educator I will:**

1. Strive to develop in each athlete the qualities of leadership, initiative, and good judgment.
2. Respect the integrity and personality of the individual athletes.
3. Encourage the highest standards of conduct and scholastic achievement.
4. Seek to inculcate good health habits including the establishment of sound training rules.
5. Fulfill responsibilities to provide health services and an environment free of safety hazards.
6. Exemplify the highest moral character, behavior and leadership.
7. Promote ethical relationships among coaches.
8. Encourage a respect for all athletes and their values.
9. Abide by the rules of the game in letter and spirit.
10. Respect the integrity and judgment of sports officials.
11. Display modesty in victory and graciousness in defeat.
12. Demonstrate a mastery of and continuing interest in coaching principles and techniques through professional improvement.

**I WILL NOT approve commercialism, solicitation, subsidizing, or professionalism entering into high school athletics.**

## **Sportsmanship Guidelines**

### **Fundamentals of Good Sportsmanship**

1. Show respect for the opponent at all times. When opponents visit our school they should be treated as guests, greeted cordially on arriving, given good accommodations, and accorded the tolerance, honesty and generosity which all human beings deserve. When visiting another school we should be cordial and appreciative of our host. Good sportsmanship is the Golden Rule in action.

2. Show respect for the officials. The officials should be recognized as impartial arbitrators who are trained to do their job and who can be expected to do it to the best of their ability. Good sportsmanship implies the willingness to accept and abide by the decisions of the officials.
3. Know, understand and uphold the rules of the contest. A familiarity with the current rules of the game and the recognition of their necessity for a fair contest is essential. Good sportsmanship suggests the importance of conforming to the spirit as well as the letter of the rules.
4. Maintain self-control at all times. A prerequisite of good sportsmanship requires one to understand his/her own bias or prejudice and the ability to prevent the desire to win from overcoming rational behavior. A proper perspective must be maintained if the potential educational values of athletic competition are to be realized. Good sportsmanship means proper behavior by all involved in the game.
5. Recognize and appreciate skill in performance regardless of affiliation. Applause for an opponent's good performance is demonstration of generosity and good will. The ability to recognize quality in performance and the willingness to acknowledge it without regard to team membership is one of the most commendable gestures of good sportsmanship.

## **Superintendent**

The role of the Superintendent in the sportsmanship programs should be follows:

1. To work with the activities director in the development, implementation and coordination of the overall sportsmanship program.
2. Help educate the student body and adult spectators regarding proper conduct at high school athletic contests.
3. Encourage the faculty to support the sportsmanship program.
4. Help coordinate the efforts of all groups involved in the program; coaches, cheerleaders, pep club, band, etc.
5. Deal with and hold accountable any individuals or groups who may be in violation of the sportsmanship program.

## **Athletic Administration**

The athletic administration's attitude toward good sportsmanship and the leadership projected by him or her will have a direct effect upon the conduct of the coaches and the athletes representing the school. It shall be the responsibility of the athletic administration to:

1. Work with the Superintendent in the development, implementation and coordination of the overall sportsmanship program.
2. Have well organized contests:
  - a. Start the contest at the time established by the Northern Lakes and Great Northern Conference.
  - b. Maintain a safe environment
  - c. Arrange for officials

3. Monitor the conduct of coaches and players (by the guidelines presented in the section for coaches and players)
4. Provide adequately for the safety and welfare of the officials, including dressing facilities away from coaches, players and fans.
5. Coordinate efforts with the Superintendent in the supervision of the spectators, band and cheerleaders.

## Coaches and Players

Coaches and players have a unique position in the school community and have an opportunity to provide leadership for all school personnel by their actions while participating in the athletic program. It is important that this unique position of leadership be utilized in a responsible manner.

1. Treat your opponent with respect. Make a special effort to be courteous and respectful even when you feel your team has not been treated fairly.
  - a. Be a humble winner and a proud, respectful loser
  - b. Conduct yourself in a controlled manner
  - c. Use only positive verbal interchange with any person from opposing team or school
  - d. A handshake or pat on the back is the only physical contact acceptable outside of the normal contact allowed in each sport.
2. Respond to officials decisions in a controlled manner and with spirit of good sportsmanship.
  - a. Use only positive actions and words toward officials.
  - b. Use principles of sportsmanship and fair play regardless of the situation or outcome of the contest
3. Make certain buildings and property is in good condition when you finish using them.
  - a. Respect opponents school and locker room areas; also any personal property in area
  - b. Pick up any litter from the area and leave area used cleaner than you found it
4. Check the safety requirements for the activity and report unsafe conditions to the Activities Director.

## Pep Club

Pep Club has a unique opportunity to influence spectators in a positive manner and create an atmosphere that will promote outstanding sportsmanship. The following rules will assist them in creating the wholesome spirit of good sportsmanship.

1. Be courteous to opposing team and cheerleaders
  - a. Allow the visiting school the first opportunity to cheer during a timeout.
  - b. Cheer for your team **and your opponents** when they have an outstanding effort.
  - c. Use only positive words and actions while cheering

- d. Allow visiting school to cheer without interruption or distraction and give them sufficient time to complete the cheer.
2. Be courteous to game officials
3. Keep the fans in a positive, supportive frame of mind
  - a. Select cheers which are positive and supportive of your team and use only positive reactions to opponent.
  - b. Select appropriate times to encourage athletes from your school
  - c. Stay in control of cheerleading duties and equipment (megaphones, pompoms, etc.)
  - d. Know the Northern Lakes and Great Northern Conference sportsmanship rules and encourage the fans to support them.

## **Band**

Proper band etiquette for performance at athletic contests requires that:

1. A supervisor shall be present when a music group officially represents a school.
2. Band members shall be in proper attire when representing their school and in uniform when rules specify that they appear in uniform.
3. Bands will perform at another school's home contest by invitation only.
4. Instruments are to be used while playing music or for cheers under direction of the band director.
5. The school songs for the host and visitor school will be played (when possible).
6. All efforts of the band members should be positive and the use of instruments and selection of music should never project negative connotations.

## **Fans**

Sportsmanship is an essential part of any athletic competition and is expected from athletes, coaches, officials, fans and parents. As a fan/spectator (student or adult) of Northland High School, we want you to be an example of positive encouragement while supporting our athletes, coaches and officials. Our behavior should be positive, respectful and encouraging of the athletes, coaches, officials and the game.

### **RESPECT THE RIVALRY -- RESPECT THE GAME**

#### **Northland High School encourages:**

- Enthusiastic support of your team
- Good Sportsmanship
- Family Friendly Atmosphere
- Commitment to Safety
- Welcoming Attitude to all Fans and Visitors

#### **Unacceptable Behaviors:**

- Disruptive, unruly or intoxicated behavior
- Foul or abusive language or obscene gestures
- Rudeness to fellow fans or NHS personnel
- No one, other than the coaches and teams, is allowed on the field/court at any time
- Use of alcohol or tobacco at NHS athletic events
- Intoxicated or disruptive fans

Fans who display unacceptable behaviors will be subject to sanctions, including refusal of admittance, removal, and arrest.

6. ———

## Recommended Safety Guidelines

1. Team Supervision
  - One of the prime responsibilities of a coach is the supervision of their team. This includes all games, practices, and pre and post game activities. No athlete should be using athletic facilities without a coach present to supervise them. The coach should attempt to be the first “member of the team” to arrive at the locker room and be the last “member of the team” to leave. This responsibility cannot be delegated to a student manager, aide, equipment manager or a coach of another sport.
2. Facilities Inspection
  - Check all facilities you will be using for safety. This should include but is not limited to: fields, gyms, activity gyms, pools, rinks courts, track, apparatus of all kinds, etc. Problems should be reported to the Activities Director.
3. Equipment Inspection
  - Check all equipment issued to players for safety. Particular care should be given when inspecting protective equipment. Report all problems to the Activities Director.
4. Fitting Equipment
  - The coach has the principal responsibility for the fitting of equipment. This role should not be delegated to managers or players. Equipment such as helmets should be fit according to manufacturer’s instructions.
5. Training Kit
  - The coach should work with the equipment manager/trainer to see that the training kit is properly stocked with first aid supplies. The kit should be readily available during practices scrimmages and games and should contain a list of emergency numbers for all athletes on the team.

## Potential Areas of Liability in Today’s Coaching

There is an increasing tendency for people to seek answers to problems occurring in athletics through hiring an attorney and taking the case to court. It is the contention of many people that coaches should be held responsible for their actions and that the courts will support this concept.

Therefore, it is important that coaches operate in a responsible and prudent manner. If you follow the guidelines listed below, you will rarely have difficulty.

1. Never mismatch participants. (For example, putting a 140-pound athlete in a wrestling match with a 200-pound athlete, or matching a beginner with a seasoned athlete.)
2. Always have an adequate conditioning period. Do not put an athlete in a game the first day he/she reports.
3. Have an adequate instruction period before putting an athlete in a competitive situation.
4. Know your coaching material. The competency of a coach can be challenged.
5. Do not allow athletes to use faulty equipment.
6. Do not allow athletes to use a faulty facility. (For example, if your practice field has holes in it, alert the activities director so the holes can be filled.)
7. Treat injuries with first aid; then send the athlete to a doctor. If the injury is serious and the athlete needs immediate attention, call the emergency vehicle (911).
8. Make certain the facility is adequate for the activity. (For example, don't put too many basketball games on the same court or sprint players in an area where there are things in the way).
9. Keep good squad discipline. Rowdiness is a potential problem. Do not allow such behavior on a bus, in a gym, or in any athletic area.
10. Supervise athletes in the gym, on the field, and in the locker room.
11. Do not allow an athlete to treat his/her own injury.
12. Make sure an injured or ill athlete has had sufficient recovery time before readmitting him/her to competition or practice.
13. Captain practices should not be promoted by or conducted by Coaches.

**There is no substitute for good judgment. The coach who uses good judgment and has his/her squad and program under good control rarely has difficulty in court cases and should have no fears if litigation should occur.**

A number of years ago the Minnesota State High School League Sport Medicine Committee developed, and the Board of Directors adopted, a Heat/Cold Index which all schools must use when high school athletes practice or compete. That index is enclosed.

Gymnasiums can be just as warm as outside practice facilities...and sometimes they can be warmer.

- READ THE ENCLOSED INFORMATION TAKEN FROM THE MSHSL WEB PAGE
- FOLLOW THE HEAT INDEX
- WATCH KIDS CLOSELY
- TAKE LOTS OF BREAKS
- MAKE SURE ATHLETES ARE HYDRATED
- ATHLETES WHO TAKE ANTIHISTAMINES OR BETA BLOCKERS MAY BE AT GREAT RISK
- TRUST KIDS...THEY KNOW WHAT THEIR BODIES CAN TAKE
- DON'T LET PEER PRESSURE FORCE KIDS TO MAKE DECISIONS THAT MAY CAUSE HARM

All of us would be well advised to use extra caution during these difficult summer time conditions.

## Using the heat guidelines

The heat stress graph is designed to give a competition safety estimate in hot, humid conditions. It is most relevant for long distance running and prolonged high intensity events like soccer, football, and tennis. It should be applied to practices and games.

Using a weather radio or local radio station, collect the air temperature and relative humidity data every hour during the event and plot it on the relative humidity vs. air temperature graph. In the late spring and summer months on bright sunny days a correction factor of up to 5 degrees Fahrenheit should be added to the air temperature from 10 AM to 5 PM. This should be plotted as a bar rather than a single point to give an estimate of maximum and minimum heat stress.

The decision to cancel or postpone an event should be made when the heat stress moves into the danger range. Although competition can be continued in the other ranges for increased heat stress risk, coaches and athletes should be aware that hypothermia and exertional heat stroke could occur in the lower risk ranges. Track and cross country runners should stay out of the heat between events and stay well hydrated. A rest break should be provided in activities that require continuous activity like soccer and tennis.

<b>Thermal Injury Risk Recommendations and Flag System</b>		
<b>Flag</b>	<b>Temperature</b>	<b>Recommendation</b>
Black	> 82 degrees F WBGT*	Extreme High Risk for hyperthermia. No competition recommended. Cancellation should be considered.
Red	73 to 82 degrees F WBGT	High Risk for hyperthermia. Heat sensitive participants should withdraw. Consider slowing pace or intensity of play.
Yellow	65 to 73 degrees F WBGT	Moderate Risk for hyperthermia. Heat sensitive participants should slow pace.
Green	< 65 degrees F WBGT	Low Risk for heat injury. Hyperthermia can occur. Hypothermia can occur post-event.
White	< 50 degrees F WBGT	Very Low Risk for hyperthermia. Hypothermia risk rises as WBGT decreases. Wind and/or wet conditions increase risk of hypothermia.
	< 32 degrees F	Risk of frostbite to exposed skin or areas with poor circulation.

Blue	<-4 degrees F (Ambient Temperature)	FIS** — No competition limit. Severe frostbite and hypothermia risk. No metal jewelry. Eye protection for frostbite. Windscreen for genitalia. Cancel events which are > 1 minute in duration or produce speeds > 10 MPH or if wind is > 10 MPH.
Black	< -20 degrees F (Ambient Temperature) or < -40 degrees F wind chill	Recommended lower limit for practice and training. Extreme frostbite and hypothermia risk. No exposed skin. Extra layers. Wind shell for entire body. Rapid evacuation for injury.
* WBGT = Wet Bulb Globe Temperature = 0.7 (Wet Bulb Temperature) + 0.2 (Black Globe Temperature) + 0.1 (Ambient Temperature)		
** FIS = Federation International de Ski (Adapted from reference 2 and the FIS rules)		

## Board Policy: Lightning/Threatening Weather

Prior to the start of a contest, the host school is responsible for determining whether or not the conditions present a threat to the safety of participants and spectators, and will determine whether or not the contest will begin. Once the contest begins, the officials have the authority to postpone or suspend a contest due to unsafe weather conditions -- that decision may not be over-ruled. School officials also still have this authority. The Superintendent or his/her designee may over-rule an official and suspend or postpone a contest once it has begun. In other words, once a contest has begun either the officials or school authorities may postpone or suspend a contest, and cannot be over-ruled by the other party. When in doubt, error on the side of safety.

While lightning on the horizon should warn of potential danger, lightning associated with thunder or thunder alone means that there is immediate danger to athletes, officials, and spectators. The adage — "If you can hear it, clear it." — should be used to make decisions to postpone or cancel the activity. Lightning can strike 10 miles ahead of or behind the storm front and thunderhead clouds.

**When considering resumption of an athletic activity, the MSHSL recommends that everyone should wait at least 30 minutes after the last flash of lighting or sound of thunder before returning to the field or activity.**

Additional lightning-safety guidelines have been developed with the assistance of the National Severe Storms Laboratory (NSSL), and are listed below:

1. As a minimum, NSSL staff strongly recommend that by the time the monitor obtains a flash-to-bang count of **30** seconds (equivalent to six miles), all individuals should have left the athletics site and reached a safe structure or location. Athletics events may need to be terminated.
2. The existence of blue sky and the absence of rain are not protection from lightning. Lightning can, and does, strike as far as 10 miles away from the rain shaft. It does not have to be raining for lightning to strike
3. If no safe structure or location is within a reasonable distance, find a thick grove of small trees surrounded by taller trees or a dry ditch. Assume a crouched position on the ground with only the balls of the feet touching the ground, wrap your arms around your knees and lower your head. Minimize contact with the ground, because lightning current often enters a victim through the ground rather than by a direct overhead strike. **MINIMIZE YOUR BODY'S SURFACE AREA, AND MINIMIZE CONTACT WITH THE GROUND! DO NOT LIE FLAT!** If unable to reach safe shelter, stay away from the tallest trees or objects (such as light poles or flag poles), metal objects (such as fences or bleachers), individual trees, standing pools of water, and open fields. Avoid being the highest object in a field. Do not take shelter under a single, tall tree.

4. A person who feels his or her hair stand on end, or skin tingle should immediately crouch, as described in item 3.
5. Avoid using the telephone, except in emergency situations. People have been struck by lightning while using a land-line telephone. A cellular phone or a portable remote phone is a safe alternative to land-line phones, if the person and the antenna are located within a safe structure or location, and if all other precautions are followed.
6. People who have been struck by lightning **do not** carry an electrical charge. Therefore, cardiopulmonary resuscitation (CPR) is safe for the responder. If possible, an injured person should be moved to a safer location before starting CPR. Lightning-strike victims who show signs of cardiac or respiratory arrest need emergency help quickly. Prompt, aggressive CPR has been highly effective for the survival of victims of lightning.

## **Preseason Conditioning, Preseason Practice, Captains Practice, Open Gyms**

### **What is preseason conditioning?**

The MSHSL philosophy is clear on this question:

- No school may engage in any game or games, practice, training or other activities between the close of one season and the opening of the next season. Group and individual physical development programs open to all students between the close of one season and the opening of the next season are encouraged. The use of high school gymnasiums and other athletic facilities during this same period is also encouraged. National Federation guidelines for conducting programs for physical development should apply. **This means that coaching of techniques and skills to students who have participated on high school teams is a violation of the rule and should not be included in the program which would emphasize physical development rather than skills and techniques of specific sports.** Chalk talks or team meetings emphasizing skills and techniques are violations of the rule. **There shall be no compulsion for athletes to participate in any preseason training program as a qualification for being on a high school team.**
- Activities conducted by secondary students and summer camps or clinics are not violations of this philosophy because they are student-initiated activities and not influenced or directed by a school.

### **What is Captains Practice?**

#### **Where does it fit in the school environment?**

- It is believed that the words “captains practice” originated years ago as a description of the spontaneous gatherings of students for the purpose of preparing themselves for a level of physical conditioning prior to the start of a school sport season. There were

physical conditioning meetings. The activities were usually led by the captains and included calisthenics and running. Hence the term, "captains practice".

- The MSHSL has not developed a composite definition for Captains Practice. Captains Practice is primarily for the purpose of physical conditioning and **salaried or non-salaried school personnel may not be involved in any capacity**. It is the responsibility of school officials to become aware of the preseason activities in their school district and to verify that the spirit and intent of the League rules are respected.
- **A coach who in any way plans/organizes captains practices is in violation of the sport season rule and is liable for injuries during these unsanctioned practices.**

## OPEN GYM

### **What is an open gym?**

Open gym refers to the use of school facilities for recreational activities. The characteristics of an open gym are that:

- The school facilities are available for students to participate in a number of activities.
- The recreational activities are open to all students.
- There is no coaching of the skills and techniques of activities provided in the school interscholastic athletic program.
- There is no requirement for students to attend open gym activities as a prerequisite for membership on a high school team.

### **Can high school coaches participate as a player on a non-school league team or in games during open gym with students they coach on their high school team?**

- No. It is the philosophy of the Minnesota State High School League that students should have the opportunity to engage in a variety of activities prior to and following the high school sports season provided that these activities are voluntary and not influenced or directed by a salaried or non-salaried member of the student's high school coaching staff. The presence of the student's high school coach as a participant violates the intent of the rule which seeks to prevent school personnel from exerting undue influence on students to participate on non-school teams or attend open gym.

### **Is it permissible for a student to participate on a non-school sponsored team and on a school team at the same time?**

- Yes. A student may participate on a non-school sponsored team and a school sponsored team at the same time provided the non-school team is not in the same sport.

### **May non-school teams use school facilities and/or equipment?**

- In as much as these are non-school teams, schools may not provide school facilities or equipment.
- However, schools may lease/rent facilities and/or non-personal equipment (volleyball standards, wrestling mats, etc.) as they would for any other non-school group or organization in accordance with the school's non-school facility use policy.
- Schools uniforms may not be used by non-school teams.

**May students who have been members of a school athletic squad now attend specialized sport camps and/or clinics during the school year?**

- Yes. A student who has been a member of an A-squad, B-squad, junior varsity, or sophomore team in a given sport may attend a school, camp or clinic in that sport during the school year provided the student receives approval from the high school principal.

**What may a coach do and not do before and after the high school season with his/her high school athletes?**

**MAY DO**

1. Provide camp and non-school team information to athletes if approved for a summer waiver and authorized by your athletic director to do so.
2. Coaches approved for summer coaching may provide coaching during the prescribed time period. Ref. Bylaw 208.3-C, 1 & 2.

**MAY NOT DO**

During the school year, prior to and following the sport season:

1. May not provide coaching, instruction, training, etc. to any member of their high school team, B-squad, J.V. or varsity other than during the season or under the summer waiver.
2. May not influence or direct a player's non-school play. This includes:
  - a. Directing athletes to play in a league or attend a camp or clinic.
  - b. Place athletes on a roster, develop or organize a team roster; draft players for a team; select, secure, or otherwise influence the placement of athletes on a team for leagues, tournaments, camps or clinics other than those athletes approved for the summer coaching waiver.
3. May not direct, or unduly influence an athlete to participate in open gym, captains' practice, or non-school teams, leagues or camps.
4. May not organize, supervise, direct or otherwise be involved in the organization of captains' practice.

**PRACTICE DURING CONFERENCES**

We will no longer hold practices during parent teacher conferences. The building needs to be available if it is needed for other reasons related to conferences. We also need to be available

for parents if we are teachers here at Northland High School. If you wish to hold practice before school this is an option.

## MSHSL Awards Policy

1. Awards presented to and accepted by students who participate in a League activity shall be of a symbolic nature rather than those which have intrinsic value. School officials will make certain that awards approved conform to the letter, spirit and intent of the law.
2. Acceptable awards which are not a violation of League bylaws include:
  - a. Such things as medals, ribbons, trophies, golf balls, plaques, athletic insignia, cups and other items of little or no intrinsic value.
  - b. Honor banquets of a non-promotional nature, if they are held with the approval of the high school principal.
  - c. Free and reduced price admissions accepted from colleges or universities for their events. Such presentation must be made through the high school principal and have the principal's prior approval.
  - d. Awards of transportation, tickets and expense allowances, by member schools or clubs of member schools, for attendance at League-sponsored, and/or college and university events if they have prior approval of the high school principal.
  - e. Awards of transportation and entertainment by colleges and universities for recruiting purposes, when carried on within the limitation of NCAA, NAIA, AIAW, provided that there is prior approval of the high school principal.
  - f. Subject to the approval of the superintendent of schools or the principal of the high school involved, a scholarship award made on the basis of a combination of two or more factors such as scholarship, character, athletics, and citizenship, made by a non-promotional type of organization, to a graduating senior, shall not be considered to be a violation of the awards bylaw.
  - g. Awards for participation in non-school athletics which meet the provisions of the amateur bylaw.
3. The provisions of this bylaw do not void the right of a student to accept an award for achievement in a non-League activity.
4. Awards constituting a violation include:
  - a. Items such as jackets, rings, jewelry, watches, merchandise, services, trips, free or reduced price admissions in which the value of the award(s) exceeds \$100.
  - b. Awards made by individuals, business concerns, private enterprises, and service clubs, unless they conform to the limitations of 204.02. Such awards must be of a non-promotional nature and be accepted only if awarded through the school with prior approval of the high school principal.
  - c. Free Tickets: The acceptance of a free ticket valued at more than \$100 is a violation of League bylaws provided the award is presented as a result of participation in League sponsored athletic events. For reduced priced tickets a violation occurs provided the full value of the ticket less the amount charged exceeds \$100. High school athletes may, however, purchase a \$100 ticket or receive a free one from an organization without violating the bylaw, providing the same privilege is available to all other students.
5. Penalty:

- a. Violation of any part or all of this bylaw on awards shall render the student ineligible for all further high school competition. A school violating the bylaw is subject to suspension from membership in the League.

## Board Policy

1. **Non-League Sponsored Sports.** Acceptance of a prize for a sport that is not conducted by the League such as bowling, boxing, rodeo, etc. would not make a student ineligible for High School League activities.
2. **Free Throw Contest.** The acceptance of an award in such a contest is not a violation.
3. **Hole-in-One Contest.** The acceptance of an award for winning a Hole-in-One Contest is not in violation of the League amateur bylaw. This ruling means only that she/he would not lose eligibility for Minnesota high school meets. It should not be inferred from this ruling that there is not a violation of United States Golf Association or college rules that may have a future bearing on her/his eligibility when competing in meets over which they have jurisdiction.
4. **Awards distributed by member schools.** It will be a violation of League policy for a member school or a representative of a member school to establish, distribute or accept any awards not provided by the MSHSL for section, or state tournaments.

## School Policy

**Gym Practice Schedules** - When more than one sport is in season a gym practice schedule will be established by the Activities Director. Outdoor sports will be scheduled for the first 4 weeks of the seasons. After the 4th week, the regular schedule may be continued or time will be split 50/50 between sports. Each sport shall have access to a gym. Head coaches need to share gym time with their junior high program.

**Athletes Changing Sports** - It is expected that each coach will try to promote his/her program and that they will encourage students to become involved in athletics. Coaches, however, should not recruit athletes who are currently in a sport of the same season or who were in that sport the previous year.

If an athlete chooses to change sports during the first three weeks of a season, they must talk with the coaches of each sport involved. The coaches need to also make contact with each other to verify that the student contact had been made.

## Academic Standards

Student-athletes must make progress towards graduation. To do this, they must be receiving credit in every class and passing all classes. The following is the Northland Community School policy for student progress.

Every 3 weeks, student-athletes must turn in their progress reports, with a parent signature, to coaches.

- If the student has an F on this progress report, the student goes into "on watch." They do not have to sit.

- If two consecutive progress reports have an F, then the student must sit for half of the event. The student will still be expected to go to practice during their ineligibility. For football and basketball, it is a half. For baseball and softball, it is 3 innings. For volleyball, it is 2 sets. For cross country, it is missing every other event. This continues the entire 3 weeks. For other events, it will be up to coach and administration discretion.
- If three consecutive progress reports have an F, then the student is out for the entire event. The student will still be expected to go to practice during their ineligibility This continues the entire 3 weeks.
- Once a student has a progress report of no F's, then they reset to the very beginning.
- At the beginning of each season, Activities Directors or Principals will look at the previous quarter grades to determine eligibility for the first 3 weeks of the season.

## Athletic Fee Waiver

In order to deal with athletic fee waivers in a timely and consistent manner, coaches, AD and administration will follow the guidelines established below.

1. For each sports season, coaches will be required to have a common time set for sign up, with an ending date.
2. After sign up is completed, coaches need to have a pre-season meeting with students who have signed up for their program. Coaches need to relate to their players at this meeting that any player who feels that the athletic fee is a burden will need to let the coach now ASAP and that coach will make the AD aware of the concerns.
3. Once the AD has a list of students' names from each coach, the AD will provide the high school principal with the list of student names.
4. Once the high school principal has been provided a list of names, the administration will determine if the fees will be waived partially or completely.

Again, it is important that the coaches for each sports season establish a common time for sign up. This is needed to allow the waiver process to be completed in a timely fashion. A common time for sign up will also help with determining the number of coaches needed for each sport if the proposed policy is approved. This memo will be included in the coach's handbook.

### **PROCEDURE FOR HANDLING USER FEES AND ELIGIBILITY FORMS**

1. The following forms will be distributed to athletes by the coach, Activities Director or the high school office:
  - a. MSHSL Athletic Eligibility Information Form
  - b. MSHSL Sports Qualifying Physical Examination Form
2. Before a student can draw his/her equipment, the following must be returned to the coach who will turn it in to the office.
  - a. MSHSL approval by physician for participation form; physicals are good for three years and are required only if student does not have one on file that is current.
  - b. MSHSL Eligibility Form

c. User fee

3. Every athlete must have all forms turned in before being allowed to practice. A **coach who allows athletes to practice without fulfilling these requirements is violating a MSHSL rule.**
4. Coaches should have a meeting of athletes interested in their sport prior to the first practice to inform them of eligibility requirements as well as other matters related to their sport. The coach is required to read the eligibility information bulletin to their players.
5. The master eligibility list, which is kept on file in the high school office, will contain the names submitted by the head coach. The head coach is responsible for insuring that the master eligibility list contains all the names of his/her squad members.
6. Head coaches are responsible for keeping their assistants informed in all of these matters so that they can give correct information to athletes.

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Coach Name

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Sport

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School Year

## Checklist of Procedures to Prepare for an Interscholastic Season

- \_\_\_\_\_ 1. Check all equipment and facilities you will be using for safety. Report problems to the maintenance department or the Activities Director.
- \_\_\_\_\_ 2. Read the MSHSL Official Handbook and Athletic Rules for your sport.
- \_\_\_\_\_ 3. Check time and date of rules interpretation meeting. Head coaches required to attend these meetings. Failure to attend results in a notice of censure sent to the superintendent by the MSHSL.
- \_\_\_\_\_ 4. Review student eligibility procedures relating to physical examination, insurance, MSHSL Athletic Information Bulletin and ISD #118 activity fee. Do not allow participation to an athlete until all forms and fees are turned in.
- \_\_\_\_\_ 5. Carry out the proper explanation and posting of MSHSL Eligibility Rules.
- \_\_\_\_\_ 6. Make sure any transportation forms and requests are turned in on time.
- \_\_\_\_\_ 7. To insure there are no conflicts with community use of our facilities, check with the Activities Director.
- \_\_\_\_\_ 8. Complete all necessary paperwork that is required by the Activities Director (attendance sheets, practice plans, emergency plans, etc).
- \_\_\_\_\_ 9. When issuing equipment check for proper fit and safety.
- \_\_\_\_\_ 10. Consult with the Activities Director regarding game and practice schedules.
- \_\_\_\_\_ 11. If you are planning to enter an invitational meet requiring an entry fee, fill out the proper paper work to receive a check. List this amount when completing budget packets.
- \_\_\_\_\_ 12. Uniforms must be inventoried before and after the season. Uniforms must be cleaned before storage between seasons. Report in writing all missing and permanently damaged uniforms to the Activities Director.
- \_\_\_\_\_ 13. Coaches will have emergency contact forms for all players with them at all times for both home and away contests.

## Checklist of Procedures for Pre Meet or Game

- \_\_\_\_\_ 1. One week prior to your first contest, submit your MSHSL eligibility list to the building secretary.
- \_\_\_\_\_ 2. Check first aid supplies.
- \_\_\_\_\_ 3. Check academic eligibility of athletes.
- \_\_\_\_\_ 4. Provide score books for official scorer.
- \_\_\_\_\_ 5. Instruct team members about meet/game etiquette.

## Checklist for Post Meet/Game

- \_\_\_\_\_ 1. Provide for proper care of all equipment and uniforms.
- \_\_\_\_\_ 2. Distribute scores to Media
  - a. Associated Press 1-800-300-8340
  - b. Pine Cone Press
  - b.c. [www.minnesota-scores.net](http://www.minnesota-scores.net)

## Checklist for Post Season

- \_\_\_\_\_ 1. Check, clean and properly store all equipment and uniforms.
- \_\_\_\_\_ 2. Complete the following reports and submit to the Activities Director on a timely basis:
  - a. Return end of the season reports
  - b. Coaches' evaluations: Evaluations need to be reviewed with the people evaluated, and signed by the head coach and assistant coaches.
- \_\_\_\_\_ 3. Take an equipment inventory.
- \_\_\_\_\_ 4. Contact the Activities Director in regard to equipment needing repair.
- \_\_\_\_\_ 5. Establish equipment and capital outlay needs for the coming season. Contact sporting goods dealers to secure description and quotes on needed equipment.
- \_\_\_\_\_ 6. Inventory all uniforms. Present cleaned uniforms to the Activities Director for storage. Report in writing all missing/permanently damaged uniforms to the Activities Director.

## Interscholastic Athletics Emergency Care Plan

Recommended procedures for handling athletic injuries:

1. Administer immediate First Aid
  - a. control bleeding
  - b. cardiopulmonary resuscitation
  - c. treat for shock
  - d. check for fractured bones
  
2. Notify Parent(s)
  
3. Emergency numbers
  - a. If the athlete is experiencing a medical emergency - **Dial 911.**
  - b. Information you should provide to the operator:
    - i. give your name
    - ii. address where you are
    - iii. telephone number where you can be reached
    - iv. nature of injury
    - v. where emergency vehicle should report (field, entrance, etc.)
  
4. If the athlete must leave the field or court, he/she should be accompanied by the coach. If you are the only coach, suspend the practice or game until another responsible staff member can observe and care for the injured athlete.
  
5. Reporting of Injuries:
  - a. Inform the Activities Director of all serious injuries. If he/she cannot be reached, notify the Superintendent.
  - b. It is recommended that the coach keep a written record of all reported injuries and the treatment administered.
  - c. An MSHSL participation after injury report form must be filed in the office before the athlete resumes participation following serious illness and injury.
  - d. It is required that all coaches complete a student accident report whenever an injury takes place.
  
6. Next page is an Emergency Plan each coach is required to complete.

**AT NO TIME SHOULD AN ATHLETE THAT HAS BEEN UNCONSCIOUS BE ALLOWED TO COMPETE OR REENTER A GAME OR PRACTICE OR BE ALLOWED TO GO HOME UNATTENDED.**

Immediate Actions: Emergency Plan for \_\_\_\_\_

1. Head coach \_\_\_\_\_ will stay with athlete and keep her/him calm. She/he will also keep other non-medical personnel away from the area.
2. Do not move the injured athlete until the possibility of serious injury (especially head, neck, or back injury) has been ruled out. If \_\_\_\_\_ decides that it is safe to move the athlete, she/he will be moved only after all injuries have been stabilized. Procedures covered in first aid training will be used.
3. \_\_\_\_\_ will provide first aid until medical assistance arrives.
4. Assistant coach \_\_\_\_\_ will contact the emergency medical system (EMS) immediately.

**If the EMS is activated:**

1. The EMS phone number is \_\_\_\_\_. The physical education office phone will be accessible at all times.
2. \_\_\_\_\_ will then go to the school entrance to direct medical personnel to the field.
3. Student manager \_\_\_\_\_ will pull the athlete's emergency card, which includes phone numbers for parents and important medical history information. She/he will also note the names of adult witnesses to the injury for the injury report form.
4. \_\_\_\_\_ will contact the parents as soon as the medical personnel have examined the athlete and prepared her/him for transport to a medical facility. The athlete will be transported only in an EMS vehicle. School or personal vehicles will not be used.
5. \_\_\_\_\_ will then inform the Activities Director of the activation of the emergency plan.

**In any injury situation:**

1. \_\_\_\_\_ will complete the injury report form. Names of adult witnesses were previously taken by \_\_\_\_\_. This information should be included on the report.
2. File copies of the injury report form with the Activities Director and the principal. Keep one copy on file with the team records and another as a personal record.
3. \_\_\_\_\_ will follow up with medical personnel to determine any role she/he will need to play in the recovery and rehabilitation.

**Important phone numbers:**

EMS Dispatcher: \_\_\_\_\_ Principal: \_\_\_\_\_

Fire Department: \_\_\_\_\_ Activities Director: \_\_\_\_\_

\_\_\_\_\_

Police Department: \_\_\_\_\_

*Adopted: 9/15/97*  
*Revised: 7/20/00*  
*7/22/03, 3/15/07, 10/25/11*  
*Amended: 3/18/04, 5/20/04*  
*Updated: 3/15/07, 02/08*  
*Reviewed: 1/2018*

*Independent School District #118 Policy 511*

## **511 STUDENT FUNDRAISING**

### **I. PURPOSE**

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

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

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

### **III. RESPONSIBILITY**

- A. It shall be the responsibility of the building administrators to develop recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved in advance by the administration. Participation in non-approved activities shall be considered a violation of school district policy.
- C. It shall be the responsibility of the superintendent to provide coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. No school organization or club may solicit funds from students, staff, or the public or distribute flyers related to fund drives through the schools without the approval of the superintendent or his designee.
- F. Funds not spent by the graduating class will be given to the next years Junior Class and the graduating class account will be closed.

#### **IV. HANDLING OF DISTRICT MONEY**

Monies collected by the School District employees and by student treasurers shall be handled with good and prudent business procedures both to demonstrate the ability of school system employees to operate in that fashion and to teach such procedures to students.

Monies amounting to over one dollar shall be receipted and accounted for and directed without delay to the proper location for deposit.

In no case shall monies be left outside of the vault or safe overnight in schools.

All money received on account of co-curricular school activities of the teachers and students shall be turned over to the District treasurer or his/her designee, who shall deposit the money in the general fund to be disbursed for expenses and salaries connected with the activities, or by the Board upon properly allowed itemized claims.

Because of the ever-present possibility of break-ins, district monies are not safe in the buildings and should not be kept on the premises overnight. Monies collected after the daily bank deposit shall be stored in the vault or safe until the next banking day.

##### Remer Campus:

Bring all monies collected to the central office and give to the central office paraprofessional for counting and verification. Money is to be counted and listed on deposit slips prior to be given to central office Para. Para is to check amounts, initial and give to the bookkeeper for deposit.

#### **V. ANNUAL REPORT**

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

- Legal References:** Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 120A.20 (Age Limitations: Pupils)  
Minn. Stat. § 123B.09, Subd. 8 (duties)
- Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)

**Fund Raising Guideline**

*Every fund raiser must be pre-approved by the administrator in charge of the group.*

*Advisors need to complete this guideline and submit it to the appropriate administrator for each fund raiser.*

*Name of Group:* \_\_\_\_\_ *Advisor:* \_\_\_\_\_

*Fund Raising Purpose:* \_\_\_\_\_

*Fund Raiser Description:* \_\_\_\_\_

*Date(s) of Fundraiser:* \_\_\_\_\_ *Who is going to handle the money?*

*Kick-off date:* \_\_\_\_\_

*End date:* \_\_\_\_\_

***Deposits will be made daily. List dates of deposit:***

<b>Date</b>	<b>Deposit Amount</b>	<b>Central Office Verification</b> If deposit is missed, contact Administrator immediately

*Cash collected is deposited and never used to purchase anything. Receipts are required for all purchases.*

*If there is a contract for the product(s) being sold with a company, the contract must be reviewed prior to authorization by the appropriate administrator.*

*Name of Company:* \_\_\_\_\_

*Contact Person:* \_\_\_\_\_ *Phone #:* \_\_\_\_\_

***Contract reviewed by:*** \_\_\_\_\_ ***Check written to company for products sold***

***Name:*** \_\_\_\_\_ ***Date*** \_\_\_\_\_ ***Amount*** \_\_\_\_\_

***Date:*** \_\_\_\_\_

***Attach Contract:*** \_\_\_\_\_

\_\_\_\_\_

***Advisor Signature:*** \_\_\_\_\_

## Scheduling

### 1. Games

- a. All conference games will be scheduled by the Activities Director, one year in advance.
- b. Non-conference games will be scheduled by the Activities Director in consultation with the head coach.
- c. Contracts for all events will be on file in the office of the Activities Director.
- d. Coaches are not authorized to make any official commitment concerning games or contests.

### 2. MSHSL Definition of a Game or Scrimmage

- a. Inter-school scrimmage - defined as a practice and training period or session, and said practice or training session is not to approximate or equal actual game conditions.
- b. Inter-school game - an inter-school scrimmage or practice session must be designated as a game and count as one of the maximum permitted, if any one of the following pertains to said event:
  - i. If game rules, time limits, etc. are observed.
  - ii. If game officials are used. League officials may waive this condition to permit game officials to gain experience (no payment) through officiating a scrimmage.
  - iii. If game is advertised, and/or if admission is charged.
- c. Interpretation
  - i. There is no such thing as a “scrimmage game” - it is either a “game” or a “scrimmage”.
  - ii. Guidelines to insure that a scrimmage is not a game -
    1. make sure that no score is kept or recorded
    2. be sure that the number of periods played and the length of each period is different from those involved in a game
    3. coaches of the involved teams do the officiating
    4. make no attempt to encourage spectator attendance
    5. do not participate in game uniforms

## Lettering and School Awards

Coaches must have on file the criteria for earning a letter in their sport. They should include the requirements for a manager letter. It is recommended that athletes be informed of the criteria at the beginning of the season. The coaches' end of the season report will contain a list of letter winners.

### Awards System

1. A chenille letter will be given as the first letter award.
2. An emblem of the sport shall be given with the first letter award in that sport.
3. For each letter earned in the same sport after the first, a bar shall be given.

4. A captain's star shall be awarded to each team captain(s). If an individual is a captain in a sport for more than one season, he/she will receive only one star.
5. A letter certificate will be awarded each time a student letters in a sport.
6. Students in grades 7 through 12 are eligible to earn these awards.

## Use of School Vehicles

### Cars and Vans

- The school has available cars and vans for coach's transportation to meetings and clinics. These vehicles should be reserved well in advance. The cost of using these vehicles will be charged back to your program. You must budget for when you will use these vehicles.

## Attendance of Clinics

Coaches should and are encouraged to attend coaches' clinics for their sports. Attendance at an approved clinic will be reimbursed to the coach by the following formula:

### Allowed expenses:

- Meals: Max. \$31
- Lodging:
  - \$190 per night single
  - \$140 per night double
- Transportation:
  - School Vehicle
  - or Per Federal Rate
    - **A school vehicle should be used whenever available.**
- Registration:
  - Cost of Registration

\*Maximum of two nights lodging and two days of meals per clinic

### **ALL CLINICS MUST BE APPROVED IN ADVANCE**

Coaches must submit expenses for clinics.

Coaches are limited to one clinic per sport per season.

## ISD 118 Procedures for School Sponsored Trips

1. Each student must have a signed permission slip and signed emergency authorization slip prior to leaving the campus for the trip. This can be completed at the beginning of a season for extra-curricular activities/sports and apply to the entire season. All permission slips and emergency authorization slips are to be taken on each trip.
2. No student is permitted to travel with or leave the school group with someone who is not an assigned coach, advisor, pre-approved trip chaperone, or the student's parent/legal guardian without the written permission of the student's parent/guardian.
3. Fast food or family-style restaurants should be used for school sponsored trips. Examples of such restaurants include: McDonalds, Subway, Perkins, etc. Restaurants that serve alcohol are not approved eating establishments for school sponsored trips **unless** pre-approved by the superintendent and will be considered only when determined to be educationally relevant to students.
4. Absolutely no alcohol consumption is permitted during the duration of the school sponsored trip by any district employee, advisor, student, or chaperone assigned to the trip. Illegal drug use is prohibited.
5. Recreational activities and entertainment options during school sponsored trips should be age-appropriate, respectful, and represent a positive image to our students. Examples of appropriate entertainment are athletic events, museum or zoo visits, movies that are age-appropriate to the students on the trip (i.e.: no "R" rated movies if there are students under the age of 17 on the trip), theater productions that are age-appropriate to the students on the trip, etc. School sponsored trips should not include recreational activities and/or entertainment that include violence, sexual content, drugs/alcohol or any other content that portrays a negative image. Any exceptions are to be pre-approved by the superintendent and will be considered only when educationally relevant to students.
6. The superintendent must pre-approve plans for overnight trips to include student names, emergency contact names/phone numbers, approved chaperone names, district employees participating, trip itinerary, hotel accommodations and a summary of sleeping and supervision assignments. Once initial superintendent approval is obtained, the plan will be presented to the Board for final approval. Final revisions to the plan are to be provided to the superintendent prior to trip departure.
7. The lead teacher, head coach, and/or advisor have primary responsibility to oversee any school sponsored trips. This includes making all arrangements; ensuring required permission is obtained and taken for each student; assigning and ensuring proper supervision during the trip; ensuring that all district employees, students, and chaperones are aware of the expectations; obtaining any necessary administrative permissions and/or pre-approvals; handling of funds; and communicating effectively with everyone in regard to the trip. Any concerns that occur in regard to any trip are to be immediately reported to school administration.

## Procedure for Handling Athletic Complaints

### Introduction

This procedure has been developed for the purposes of establishing and maintaining lines of communication between the school, parents/guardians and students; and for the resolution of concerns related to the athletic programs. This procedure is a means by which concerns/problems about the ISD #118 program can be resolved.

In order to maintain a positive atmosphere and assure that the proper channels of communication will not be circumvented, a procedure has been outlined for the use of the athlete, parent, coach and administrators. All participants should adhere to the guidelines as listed below.

NOTE: This process is not intended to provide grievance of a rule(s) of the MSHSL.

If a student and/or parent have a concern about an athletic program, decision and/or coach, they should:

1. Speak personally with the coach regarding the incident, decision, action that is under question within a reasonable length of time (preferably within one week).
2. The parent/student is to meet with the coach and discuss the concern/problem with him/her with the intent to resolve the problem. (If the problem involves an assistant coach, the head coach for that sport should be involved in the meeting.)
3. When coaches meet with player or parent/guardian, two (2) coaches should be present and if meeting with players at least, two (2) players will be in attendance to avoid a he-said she-said situation.

The coach involved in the conference is responsible for completing a written summary of the conference which will include any resolution/decisions reached in the conference. The coach will give a copy of the summary to the Activities Director.

Adopted: 10/22/98

Independent School District #118 Policy 540

Revised:

## 540 COMPLAINTS AND/OR QUESTIONS TO COACHES ABOUT GAMES

### I. PURPOSE

Parents and students questioning coaches about game decisions.

### II. GENERAL STATEMENT OF POLICY

It is ISD #118's position that such questions should not be addressed to coaches during and/or immediately after a game.

Such questions should be brought to the Activities Director no earlier than the morning following the game.

The AD will set up a meeting with the coach. An administrator needs to be at the meeting.

Parents will only address matters involving their child. No other students will be discussed unless that student's parent is present.

The building administrator will monitor the meeting to make certain that all participants at the meeting conduct themselves appropriately.

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### CHAIN OF COMMAND

Please follow proper chain of command:

1. Head Coaches
2. Activities Director
3. Principal
4. Superintendent
5. School Board

## Cheerleading

### **BOARD POLICY**

Cheerleading is an extracurricular activity designed to serve as a component of the athletic program. Its primary purpose is to foster school spirit, sportsmanship and a positive atmosphere at competitive events. Cheerleading, as an extracurricular activity, is not a competitive activity as sponsored by the Minnesota State High School League.

Participation in cheerleading shall be regarded in its proper perspective as one of several worthwhile types of educational experiences.

### **Purpose**

Cheerleading, as a co-curricular activity, is not a competitive activity as sponsored by the MSHSL. Northland High School cheerleading squads may represent their school in any cheerleading competition.

### **Admission to Athletic Events**

Cheerleaders should be in uniform to be admitted free to an athletic event.

### **Transportation**

Transportation to an athletic event shall be by the team bus if space permits. If a fan bus is sent, cheerleaders shall ride it. Cheerleaders must ride the bus both ways.

Exception: Students may ride home with parents, with prior approval from the principal or his/her designee.

## Band

Bands are an important part of an athletic event. They can be an important factor in building school spirit and pride and can also be a factor in crowd control by the choice and timing of their numbers and the accompanying cheers. Horns, etc. are not to be used as noise making instruments during the game except in conjunction with designed cheers with the cheerleaders. Bands, pep bands, combo groups are encouraged to play at athletic events but must be under the direction of an approved supervisor.

### **Participation at Athletic Events**

The band will play at the following regular season athletic contests:

- All home football games, the homecoming parade, pep fests and related activities.
- Selected boys and girls basketball games.

- Sub section and section boys and girls games. Should two teams be involved in sub-section or section games, the band would follow the team who has advanced the furthest. (ex. Fall-Volleyball and Football, Winter-Girls Basketball and Boys Basketball)
- Other activities by agreement with the band director and Activities Director.

## Equipment Responsibility

Head coaches/PE teachers are responsible for all equipment being used under their supervision

Head coaches/PE teachers may delegate the duties of taking out equipment as well as the retuning of equipment but will be held responsible for all equipment placed under their care.

## Junior High Athletics Move-Up Guidelines and Criteria

Sports included:

- Football
- Volleyball
- Basketball – Boys & Girls
- Baseball
- Softball

Sports exempt:

- Track – Boys & Girls
- Cross Country – Boys & Girls
- Golf – Boys & Girls

Student athletes may move up one level or play, example, Jr. High to Jr. Varsity or Jr. Varsity to Varsity under the following guidelines:

1. Program's Head Coach makes a request to the Activities Director in writing stipulating why he/she feels a student athlete should be considered for moving up one level of play. Coach's request must include the physical, social and emotional impact this may or may not have on the student.
2. Activities Director evaluates the request using the following guidelines:
  - a. Impact of the program the student athlete is involved in based on student numbers and if the requested move up would be detrimental to sustaining any or all levels of play within the program.
  - b. Activities Director will inform the High School Principal in writing as to his/her decision regarding the request for move up. Principal will reply in writing as to whether her/she concurs with the request. If all above parties (Coach, Activities Director and Principal) concur, the Activities Director will schedule a meeting involving the parents/guardian, head coach and the student athlete within five school days of the initial request.

- c. Should a student athlete not meet all guidelines, the student will be required to remain within their age appropriate program.
- d. The student and/or parents/guardian reserve the right to decline a request to move up without penalty or future undue pressure by any school personnel.

Revised: 8/8/06

## 6<sup>th</sup> Grade Athletics Guidelines and Criteria

6<sup>th</sup> grade students will be allowed to participate in Junior High Sports at Northland High School.

6<sup>th</sup> grade students will be allowed to participate in:

- Volleyball
- Cross Country
- Basketball
- Baseball
- Softball
- Golf
- Track & Field

6<sup>th</sup> graders will not be allowed to play Football at the Junior High level due to the fact that Pony League Football is available for them to participate in.

6<sup>th</sup> graders will not be allowed to play or practice with or against Junior Varsity/Varsity Athletes. MSHSL RULES APPLY.

6<sup>th</sup> graders will play only on 7<sup>th</sup> grade teams. The exception would be Baseball and Softball, where 7<sup>th</sup> and 8<sup>th</sup> grade students are combined to create one team.

All 6<sup>th</sup> grade participants are required to have a sports physical completed prior to being allowed to practice or play in any Junior High Sports Program.

## Locker Rooms

Locker rooms need to be locked during practice and games.

- Students need to keep all personal belongings locked up in their sports locker.
- Hallway bathrooms and drinking fountains will be used during practice and/or games if needed.
- Coaches and/or Advisors must keep the locker rooms locked unless a coach/advisor is in the locker room.
- Cell phones and other photo/video recording devices are not permitted in locker rooms per ISD #118 Policy 360.

## High School Gym Center Divider

The center divider is never to be used as a backstop for any reason.

At no time, except for an emergency, should anyone pick up the curtain, crawl under, or pass any item under it.

## Compressed Gas Cylinders

There are small and large cylinders in the school building which hold various types of gases under very large compressions.

The large, tall tanks are “M” tanks. “M” tanks must be secured in some manner to a solid surface at all times.

If a large tank of compressed gas were to tip over, a number of things could happen if the valve is damaged. Depending upon the type of gas, there could be a fire and explosion.

Gases such as oxygen will not explode but can and will take off like a missile and are capable of passing through walls.

There is a helium tank on the Remer Campus which is used to fill balloons. It is chained to a wall. At times people use the tank and move it to an area more convenient for use.

Whenever a person uses an “M” tank with any compressed gas, it must be chained to a secure surface during use. It must not be free standing at any time.

Failure to secure an “M” tank during use may result in severe injury and or death.

Any employee found using an “M” tank which is not secured is subject to disciplinary action.

Adopted: 7/17/97

Independent School District #118 Policy 102

Revised: 7/20/00, 6/17/10, 6/22/16

## 102 EQUAL EDUCATIONAL OPPORTUNITY

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. Every school district employee shall be responsible for complying with this policy conscientiously.

Any student, parent or guardian having a question regarding this policy should discuss it with the school district Title IX Coordinator. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

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

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

~~Adopted: 2/19/08~~

## **360 STUDENT CELL PHONE**

A new cell phone policy will be piloted during the fall of the 2017-18 school year for students in grades 7-12. The program will be assessed at the end of December 2017 to determine if this program is a viable long term option for Northland Community Schools. All students, grades 7-12, will be allowed to use their cell phones during non-instructional time (lunch and between classes) unless the student/parents decides to opt-out of the program by signing the opt-out agreement.

Students may use their cell phones during class time for instructional purposes with the teacher's permission, during lunch, and between classes. Phones must be silent and out of sight during instructional time.

### **I. PURPOSE**

Northland Community Schools uses instructional technology as one way of supporting our vision to ensure that each student acquires 21<sup>st</sup> century skills to achieve his or her potential, become a productive community member and value lifelong learning. In an effort to be proactive with today's growing social and interactive technology trends, it is our hope that this new policy will increase awareness and training while putting into practice social and professional etiquette relating to electronic devices. Northland Community Schools will allow cell phones to be used for instructional purposes, in between classes and during lunch periods. Students in possession of a cell phone must comply with the Cell Phone Policy and the Internet Acceptable Use and Safety Policy.

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

A. All students, grades PreK-6, will place all electronic devices in their school lockers each day prior to the start of the day (8:30AM). Devices must be turned off when stored in school lockers.

B. All students in grades 7-12 may use cell phones between class periods and during lunch.

C. Students may not use their cell phones during instructional time unless otherwise given permission by the teacher. This includes students in the office, hallways, and restrooms during instructional time. Instructional time is defined as the time from the last tone of one tardy bell to the first tone of the dismissal bell. Each teacher has the discretion to allow and regulate the use of cell phones in the classroom and on specific projects.

D. Cell phones must ALWAYS be in silent mode while on school campus, unless otherwise allowed by a teacher. Headphones may be used with teacher permission.

E. Cell phone use will not be permitted in locker rooms or restrooms. The use of cell phones in a bathroom or locker room may result in law enforcement being called.

360-2

F. Students may not use cell phones to “bully” or to post derogatory statements about students, staff or the district via text message or social media.

G. A student who has a phone confiscated may not use another student’s cell phone.

H. Cell phones may not be used to assist any student on assignments, quizzes or tests without teacher approval.

I. Students are prohibited from:

a. Bringing a cell phone on premises that infects the network with anything designed to damage, alter, destroy or provide access to unauthorized data or information.

b. Processing or accessing information on school property related to “Hacking”, altering or bypassing network security policies.

c. Printing from cell phones at school.

d. Having their phone out while in elementary school spaces. The privilege of using a cell phone at school is for high school students only.

### **III. CONSEQUENCES OF VIOLATING THE CELL PHONE POLICY**

First offense: the phone is taken away until the end of the day

Second offense—the phone must be picked up by a parent or guardian

Third offense—either the student is suspended for 1 (one) day or the phone is taken away for 5 (five) days... parent’s choice.

Any further infractions will result in the student not having a cell phone on school grounds during the school day. Furthermore, students who do not adhere to these guidelines will be subjected to other disciplinary actions.

### **IV. LOST, STOLEN OR DAMAGED DEVICES**

Each user is responsible for his/her own cell phone and should use it responsibly and appropriately. Northland Community Schools take no responsibility for stolen, lost or damaged cell phones.

### **V. SEARCH OF CELL PHONE CONTENTS**

A student’s cell phone contents may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules and/or policy. Any searching of a device will be reasonable both in its scope and intrusiveness.

Parents/guardians of the student will be notified of the search and be encouraged to be present at the time of the search. Searches will be delayed up to 24 hours to await a parent.

*Independent School District #118 Policy 496*

Adopted: May 20, 2008

Revised: 11/17

Reviewed: 10/17

## 496. Employees and Non Participating Dependents In School Vehicles

### I. PURPOSE

The School District is limiting its liability by not allowing non-participating dependents from riding in its school vehicles.

### II. GENERAL STATEMENT OF POLICY

Employees of the school district are not permitted to have non-participating dependents in school owned vehicles on activity trips for any reason. *Adopted: 7/17/97*

*Independent School District #118 Policy 315*

*Rescinds: IFCD*

*Issued: 1/21/82*

*Revised: 06/20/02*

*10/18/2007*

## 315 SCHOOL VOLUNTEERS

The School Board believes that volunteers can make valuable contributions to our schools. The School Board endorses a Volunteer Program in the schools subject to regulations and safeguards. Suitable recognition of volunteer services should be made annually.

1. Volunteers who work with students must be accepted by the School Board. Volunteers must have a criminal history and driver's license check prior to working with students. "Working with students" includes chaperones on field trips and being in charge of or responsible for individual students or groups of students outside the regular classroom. A parent or guardian who is assisting with a celebration held within the classroom on a one time basis is exempt from this policy.
2. Each building will keep a master list of approved volunteers and the date of the volunteer's criminal history and driver license check. The criminal history checks need to be repeated every three years.
3. Volunteers who drive school vehicles must have a driver's license check prior to driving. Driver license checks need to be done each school year. The district's mechanic must be informed who has had a driver license check.
4. Each building will develop a Volunteer Application form. That form will be sent to the Executive Secretary who will have the criminal history and driver license check done. The School District will pay the fee for the criminal history check.
5. When the criminal history check is returned, it will be forwarded to the building principal who will review it. If the criminal history check is appropriate, the building principal will recommend the volunteer to the School Board. A person may start working with students prior to the approval by the Board if the criminal history check is appropriate. However, if the School Board does not approve the volunteer, he/she will have to be informed that he/she cannot continue as a volunteer.

6. A copy of all volunteer criminal history checks will be kept in the district's central office.

Adopted: November 16, 2006

*Independent School District #118 Policy 401A*

Reviewed: 02/08: 10/16

Revised 6/17/10, 10/10, 9/15/11, 11/21/12

## **401A. EMPLOYEE SEX NONDISCRIMINATION**

### **1. PURPOSE**

Employees are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal employment opportunity for all employees and to prohibit discrimination on the basis of sex.

### **2. GENERAL STATEMENT OF POLICY**

- A. The school district provides equal employment opportunity for all employees, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any employment program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates Lin Benson, Northland High School teacher as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any employee having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

### **3. REPORTING GRIEVANCE PROCEDURES**

- A. Any employee who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward an employee should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a

grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward an employee directly to a school district human rights officer or to the superintendent.

- B.** In Each School Building. The building administrator is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward an employee at the building level.
- C.** Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward an employee as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D.** The school board hereby designates Lin Benson, Teacher as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the Superintendent.
- E.** The school district shall conspicuously post the name of the Title IX Coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- F.** Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward an employee will not affect the complainant or reporter's future employment, grades or work assignments.
- G.** Use of formal reporting forms is not mandatory.
- H.** The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

#### **4. INVESTIGATION**

- A.** By authority of the school district, the human rights officer, upon receipt of a

report, complaint or grievance alleging unlawful sex discrimination toward an employee shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

- B.** The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C.** In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D.** In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward an employee.
- E.** The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the Title IX Coordinator. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

## **5. SCHOOL DISTRICT ACTION**

- A.** Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B.** The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

## **6. REPRISAL**

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward an employee or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

## **7. 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 Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

## **8. DISSEMINATION OF POLICY AND EVALUATION**

- A.** This policy shall be made available to all employees, employee unions and organizations.
- B.** The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

**Legal References:** Minn. Stat. § 121A.04 (Athletic Programs; sex discrimination)  
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
34 C.F.R. Part 106 (Implementing regulations of Title IX) 401A - 4

**Cross References:** MSBA Model Policy 102 (Equal Educational Opportunity)  
MSBA Model Policy 413 (Harassment and Violence)  
MSBA Model Policy 528 (Student, Parental, Family and Marital Status Nondiscrimination.)

**INDEPENDENT SCHOOL DISTRICT NO. 118  
UNLAWFUL SEX DISCRIMINATION TOWARD AN EMPLOYEE/ STUDENT**

General Statement of Policy Prohibiting Unlawful Sex Discrimination Toward An Employee/  
Student

Independent School District No. 118 maintains a firm policy prohibiting all forms of unlawful sex discrimination. All employees/students are to be treated with respect and dignity. Unlawful sex discrimination by any teacher, administrator or other school personnel will not be tolerated under any circumstances.

Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of person you believe unlawfully discriminated toward you or a student on the basis of sex: \_\_\_\_\_

If the alleged unlawful sex discrimination was toward another person, identify that person: \_\_\_\_\_  
\_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary):  
\_\_\_\_\_  
\_\_\_\_\_

Where and when did the incident(s) occur: \_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_  
\_\_\_\_\_

This complaint is filed based on my honest belief that \_\_\_\_\_ has unlawfully discriminated against me or an employee/student on the basis of sex. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
(Complainant Signature)

\_\_\_\_\_  
(Date)

Received by: \_\_\_\_\_

\_\_\_\_\_

# Northland Community Schools

## JOB DESCRIPTIONS

**Position Title: Junior High Coach**

**Date Written: March 2023**

**Department: Athletics**

**Reports To: Head Coach**

**Board Approved: May 2023**

**JOB SUMMARY:** Serve as Junior High Coach of a junior high school athletic team and support the development of the athletic program by teaching fundamentals and advanced skills of the sport. To coordinate the selection, instruction, training and coordination of all junior high athletes/teams.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

**80 % Managing and Supervising Athletic Activities**

- A. To demonstrate and generate among staff and athletes an attitude of good sportsmanship and fair play by following the Coaches' Code of Ethics and the Minnesota State High School League sportsmanship guideline.
- B. Manage and supervise athletic activities, contests, and practice sessions to promote individual growth in athletic skills, teamwork, discipline, respect, and good sportsmanship.
- C. To know and administer the policies, procedures and guidelines set forth in ISD #118's athletic policy manual and Minnesota State High School League policies for assigned sport.
- D. To adhere to the starting and ending dates for assigned sport.
- E. To carry out responsibilities as designated by the head coach.
- F. Develop and organize effective practices for athletes that teach skills needed to effectively compete.
- G. To provide for the health, safety and well being of team members and report all accidents.
- H. Monitor and enforce student eligibility criteria for extracurricular participation.
- I. Accompany and supervise student athletes during athletic competitions in assigned sports on out-of-town trips.

**10 % Communication and Coordination of Activities**

- A. Establish and maintain open, professional and respectful communications with students, parents, teachers, and coaches.

**10 % Managing Equipment, Funds, and Bookkeeping.**

- A. To properly inventory, care for, and maintain uniforms and equipment

Perform other duties as assigned or requested

## WORK REQUIREMENTS AND CHARACTERISTICS:

### Education/Certification Requirements:

- Knowledgeable in the area of assigned coaching.
- Ability to work harmoniously with other coaches.

### Experience:

- Previous experience in working with children, specifically athletics, preferred
- CPI, CPR and first aid training desired

### Essential Knowledge, Skills, and Abilities:

- Ability to work in a diverse environment
- Ability to communicate effectively with students, parents, teachers, administrators, community, and staff
- Working knowledge of district discipline policies
- Knowledge of MSHSL/Conference/Section rules and regulations
- Ability to instruct, lead and supervise student athletes
- Ability to work with individuals of various ability levels
- Ability to work independently within a larger context of team cooperation

### Machines, Tools, Equipment, Electronic Devices, and Software:

- Operates computer, printer, copy machine, fax machine, phone system, walkie-talkie, and other electronic or technological equipment for the specific position
- Uses basic office software
- Uses Gmail to send and receive district communication

### Supervision of Other Employees:

- This position does provide work direction and supervision for assistant and junior high coaches.

### Physical Job Requirements:

- Position may include extended periods of standing
- Position may include extended periods of sitting during meetings and when working with students
- Position may include bending, stooping or sitting on the floor while working with students
- Position may include lifting equipment or supplies, typically not to exceed 25 pounds
- Position involves listening, speaking clearly and visual acuity
- Position may involve addressing physical and/or emotional outbursts from students

#### Mental Job Requirements:

- Position includes the need to clearly communicate directions and information to students
- Position requires working with interruptions, handling multiple tasks and organizing and prioritizing work assignments
- Position requires flexibility and willingness to undertake a variety of tasks
- Position involves responding to critical or emergency situations

#### Working Conditions:

- Work is primarily performed in a athletic environment which typically includes moderate noise from students, computers, and other work-related equipment
- Position involves occasional exposure to blood/bodily fluids and airborne pathogens
- Position may involve higher noise level

#### Job Outcomes:

- Projects a positive, cooperative and respectful attitude with students, parents, other employees and community members.
- Maintains a positive, professional, and safe educational environment at all times.
- Supports students to assist them in reaching their full potential athletically, emotionally, physically, and socially
- Provides confidentiality for all students and staff

***This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.***

# Northland Community Schools

## JOB DESCRIPTION

**Position Title: Assistant Coach**

**Date Written: March 2023**

**Department: Athletics**

**Reports To: Head Coach**

**Board Approved:**

**JOB SUMMARY:** Serve as Assistant Coach of a high school athletic team and support the development of the athletic program by teaching fundamentals and advanced skills of the sport. To assist the head coach by selection, instruction, training and coordination of all athletes/teams assigned by the head coach.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

#### 80 % Managing and Supervising Athletic Activities

- A. To demonstrate and generate among staff and athletes an attitude of good sportsmanship and fair play by following the Coaches' Code of Ethics and the Minnesota State High School League sportsmanship guideline.
- B. Assist head coach in athletic activities, contests, and practice sessions to promote individual growth in athletic skills, teamwork, discipline, respect, and good sportsmanship.
- C. To know and administer the policies, procedures and guidelines set forth in ISD #118's athletic policy manual and Minnesota State High School League policies for assigned sport.
- D. To adhere to the starting and ending dates for assigned sport.
- E. To carry out responsibilities as designated by the head coach.
- F. Assist head coach to develop and organize effective practices for athletes that teach skills needed to effectively compete.
- G. To provide for the health, safety and well being of team members and report all accidents.
- H. Monitor and enforce student eligibility criteria for extracurricular participation.
- I. Accompany and supervise student athletes during athletic competitions in assigned sports on out-of-town trips.

#### 10 % Communication and Coordination of Activities

- A. Establish and maintain open, professional and respectful communications with students, parents, teachers, and coaches.

- 10 % Managing Equipment, Funds, and Bookkeeping.  
A. To properly inventory, care for, and maintain uniforms and equipment

Perform other duties as assigned or requested

#### WORK REQUIREMENTS AND CHARACTERISTICS:

##### Education/Certification Requirements:

- Knowledgeable in the area of assigned coaching.
- Ability to work harmoniously with other coaches.

##### Experience:

- Previous experience in working with children, specifically athletics, preferred
- CPI, CPR and first aid training desired

##### Essential Knowledge, Skills, and Abilities:

- Ability to work in a diverse environment
- Ability to communicate effectively with students, parents, teachers, administrators, community, and staff
- Working knowledge of district discipline policies
- Knowledge of MSHSL/Conference/Section rules and regulations
- Ability to instruct, lead and supervise student athletes
- Ability to work with individuals of various ability levels
- Ability to work independently within a larger context of team cooperation

##### Machines, Tools, Equipment, Electronic Devices, and Software:

- Operates computer, printer, copy machine, fax machine, phone system, walkie-talkie, and other electronic or technological equipment for the specific position
- Uses basic office software
- Uses Gmail to send and receive district communication

##### Supervision of Other Employees:

- This position does provide work direction and supervision for assistant and junior high coaches.

##### Physical Job Requirements:

- Position may include extended periods of standing
- Position may include extended periods of sitting during meetings and when working with students
- Position may include bending, stooping or sitting on the floor while working with students

- Position may include lifting equipment or supplies, typically not to exceed 25 pounds
- Position involves listening, speaking clearly and visual acuity
- Position may involve addressing physical and/or emotional outbursts from students

Mental Job Requirements:

- Position includes the need to clearly communicate directions and information to students
- Position requires working with interruptions, handling multiple tasks and organizing and prioritizing work assignments
- Position requires flexibility and willingness to undertake a variety of tasks
- Position involves responding to critical or emergency situations

Working Conditions:

- Work is primarily performed in a athletic environment which typically includes moderate noise from students, computers, and other work-related equipment
- Position involves occasional exposure to blood/bodily fluids and airborne pathogens
- Position may involve higher noise level

Job Outcomes:

- Projects a positive, cooperative and respectful attitude with students, parents, other employees and community members.
- Maintains a positive, professional, and safe educational environment at all times.
- Supports students to assist them in reaching their full potential athletically, emotionally, physically, and socially
- Provides confidentiality for all students and staff

***This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.***

## **Northland Community Schools JOB DESCRIPTION**

**Position Title: Head Coach**

**Date Written: March 2023**

**Department: Athletics**

**Reports To: Athletic Director**

**Board Approved: 3/15/23**

**JOB SUMMARY:** Serve as Head Coach of a high school athletic team and support the development of the athletic program by teaching fundamentals and advanced skills of the sport. To coordinate the selection, training and conditioning of all athletes at all levels of assigned sport.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

#### **50 % Managing and Supervising Athletic Activities**

- A. To demonstrate and generate among staff and athletes an attitude of good sportsmanship and fair play by following the Coaches' Code of Ethics and the Minnesota State High School League sportsmanship guideline.
- B. Manage and supervise athletic activities, contests, and practice sessions to promote individual growth in athletic skills, teamwork, discipline, respect, and good sportsmanship.
- C. To know and administer the policies, procedures and guidelines set forth in ISD #118's athletic policy manual and Minnesota State High School League policies for assigned sport and supervise assistant coaches in carrying out the same as they apply to assigned sport.
- D. To inform all team members of Minnesota State High School League rules, ISD #118 school rules, and the importance of exercise, proper nutrition, self-discipline, sportsmanship and good citizenship at all times.
- E. Establish the fundamental philosophy, skills, and techniques to be taught by the coaching staff.
- F. To develop and organize effective practices for athletes that teach skills needed to effectively compete.
- G. To provide for the health, safety and well-being of team members and report all accidents.
- H. To adhere to the starting and ending dates for assigned sport.
- I. To attend all conference meetings in assigned sport, and the rules interpretation meetings provided by MSHSL.
- J. Monitor and enforce student eligibility criteria for extracurricular participation.
- K. Accompany and supervise student athletes during athletic competitions in assigned sports on out-of-town trips.

- 30 %    Communication and Coordination of Activities
- A. To assist the superintendent, school board member and activities director in the hiring of qualified staff in assigned sport.
  - B. To coordinate the activities and responsibilities of assistant coaches at all levels.
  - C. Prepare written evaluation of assistant coaches and review the evaluation with the assistant coaches.
  - D. To inform all team members, before the season begins, of team rules.
  - E. To inform all teams members, before the season begins, of letter award criteria.
  - F. To affect a proper liaison with parents, public and information media.
  - G. To work with the activities director and provide in a timely manner daily attendance charts, daily practice plans, an emergency plan, a copy of team rules, and any other proper work deemed necessary.
  - H. To work with the high school secretary in making sure fees are paid, athletic physical is on file and provide a list of participants, informing of dismissal and bus departure times, as well as a list of bus riders.
  - I. Establish and maintain open, professional, and respectful communications with students, parents, teachers, athletic director and youth feeder coaches.
  - J. Work with the activities director in planning parents' night.

- 20 %    Managing Equipment, Funds, and Bookkeeping.
- A. Maintain inventory of all uniforms and equipment within program.
  - B. Be responsible for inventory, storage, and repair of equipment.
  - C. Organize, plan, and coordinate school fundraising events, including but not limited to contacting vendors, collecting forms, distributing items, depositing revenue.
  - D. Complete and submit requisitions
  - E. Manage student activity account.

Perform other duties as assigned or requested.

#### WORK REQUIREMENTS AND CHARACTERISTICS:

##### Education/Certification Requirements:

- Minnesota State High School League requirements for coaching certification.
- Knowledgeable in the area of assigned coaching.
- Ability to work harmoniously with other coaches.

##### Experience:

- Previous experience in working with children, specifically athletics, preferred.
- CPI, CPR and first aid training desired

##### Essential Knowledge, Skills, and Abilities:

- Ability to work in a diverse environment
- Ability to communicate effectively with students, parents, teachers, administrators,

community, and staff

- Working knowledge of district discipline policies
- Knowledge of MSHSL/Conference/Section rules and regulations
- Ability to instruct, lead and supervise student athletes
- Ability to work with individuals of various ability levels
- Ability to work independently within a larger context of team cooperation

Machines, Tools, Equipment, Electronic Devices, and Software:

- Operates computer, printer, copy machine, fax machine, phone system, walkie-talkie, and other electronic or technological equipment for the specific position
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- Uses Gmail to send and receive district communication

Supervision of Other Employees:

- This position does provide work direction and supervision for assistant and junior high coaches.

Physical Job Requirements:

- Position may include extended periods of standing
- Position may include extended periods of sitting during meetings and when working with students
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- Position may include lifting equipment or supplies, typically not to exceed 25 pounds
- Position involves listening, speaking clearly and visual acuity
- Position may involve addressing physical and/or emotional outbursts from students

Mental Job Requirements:

- Position includes the need to clearly communicate directions and information to students
- Position requires working with interruptions, handling multiple tasks and organizing and prioritizing work assignments
- Position requires flexibility and willingness to undertake a variety of tasks
- Position involves responding to critical or emergency situations

Working Conditions:

- Work is primarily performed in a athletic environment which typically includes moderate noise from students, computers, and other work-related equipment

- Position involves occasional exposure to blood/bodily fluids and airborne pathogens
- Position may involve higher noise level

Job Outcomes:

- Projects a positive, cooperative and respectful attitude with students, parents, other employees and community members.
- Maintains a positive, professional, and safe educational environment at all times.
- Supports students to assist them in reaching their full potential athletically, emotionally, physically, and socially
- Provides confidentiality for all students and staff

***This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.***

# Northland Community Schools

ISD #118



## Extra Curricular Activities Handbook

~~2022~~2023 - ~~2023~~2024

*ISD #118 does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, familial status, religion, creed, gender, marital status, genetic information, or receipt of public assistance in admission, access to, or treatment or employment in its programs and activities.*

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### ATTACHED:

- 2021-2022 MSHSL Eligibility Brochure
- 2022-2023 Sports Qualifying Physical Examination Clearance Form
- Physician's Approval to Resume Participation in Interscholastic Activities Form

## **ISD #118 POLICIES FOR PARTICIPATION IN ATHLETICS AND ALL EXTRA-CURRICULAR ACTIVITIES INCLUDING NON- MSHSL ACTIVITIES**

### **Interscholastic/Intramural Athletics:**

The Board of Education believes individual students will grow physically and mentally through their experience in self-discipline and their contribution to team effort made possible through competitive inter school and intramural team and individual sports activities.

Participation in interscholastic athletics, as per Minnesota State High School League, shall be limited to students in grades 7-12 with participation of properly supervised teams from grades 7 and 8 also permitted in a limited program within their own grade levels with other schools.

Those teachers having direct responsibility for the conduct of the athletic program of the school are required to conform in all ways to the general education program as established by the Board and administration, including such matters as schedules, financial expenditures, relationships with other schools, and health and safety regulations.

District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, association, or conferences, or rules for student participation, and of annual sports schedules.

All athletic programs shall operate in accordance with state law M.S. 1978, 126.21 as regards sex discrimination in athletics.

### **Philosophy of the Extracurricular Program:**

The primary purpose of the ISD #118 program of athletics and extra-curricular activities will be to provide students with as wide a variety of non-academic educational opportunities as is economically and practically feasible. The program shall select activities that offer students the greatest possible opportunity to develop their physical and intellectual skills, sportsmanship, fair play, and teamwork.

### **Purpose:**

In general, the purpose of activities offered to students in the middle grades (7th and 8th) will be upon the integration of fundamental skills with the concepts of teamwork and performance, and the development of more sophisticated skills. Every effort will be made to maximize participation for all students in grades 7-8. Sixth grade participation is not universal to all sports. Sixth grade participation will be determined by recommendations to the school board by the activities director on an individual sport/activity basis.

The purpose of activities in the upper grades (9th through 12th) will be upon the development of sophisticated skills in individuals, and especially upon the development of groups and teams that are, through their demonstration of teamwork, fair play, and perseverance, capable

representatives and ambassadors of the school. Participation and performance in competitions may be limited to students with appropriated skill levels, as determined by their supervisors and coaches, but will include at least as many students as can be outfitted with available uniforms (where these may be a limiting factor).

### **Supervision and Direction:**

Each activity in the extracurricular program will be supervised and directed by one or more members of the ISD #118 staff or by an adult designed by the principal or by the Activities Director. All practices, meets, competitions, and meetings will require the presence of at least one adult supervisor. Supervisors (coaches) are required to supervise all of their players until all members of their team(s), are picked up after a home or away event. Supervisors (coaches) may not authorize practices, competitions, or other meetings to take place in their absence or in the absence of adult supervision, and may, as required by the Minnesota State High School League, be restricted to specified dates and periods for holding practices for MSHSL sponsored activities. Participating students will not be permitted to practice or compete when no supervisor is present. In general, where not governed by other regulations established in this policy or by MSHSL regulations (where applicable), the supervisors and directors will have the right and responsibility to establish all rules and regulations for participation, conduct, appearance, attendance at practices, and performance in competitions. Students' participation will be contingent upon their willingness to abide by the regulations set forth by their supervisors. There shall be no force of precedence imposed upon supervisors in establishing these regulations excepting those expressly stated in this policy.

### **Participation and Performance in Competitions:**

All students enrolled in ISD #118 schools who meet eligibility standards set forth by this policy, by the Minnesota State High School League (where applicable), and by the coaches and supervisors of the activity are entitled to participate. Every effort will be made, at the elementary and junior high level, to give each student equal opportunity to participate and play. Students are expected to attend all practices, unless valid reasons are given to the coach in advance. Good attendance at all practices will be a major factor in determining how much a student will play. At the varsity level, the right to participate does not guarantee that the student will be permitted to compete or perform. Determination of which participants will compete shall always be the exclusive right of the directors and supervisors of the activity.

### **Eligibility:**

No student will be excluded from participation in any activity on the basis of race, creed, gender, or ethnic, although performance in competitions sponsored by the Minnesota State High School League may be limited to students of a specified gender. ISD #118 subscribes and adheres to all federal regulations governing equality of opportunity to participate in educational activities.

Eligibility standards will include, but are not necessarily limited to:

1. standards set forth by the MSHSL for all MSHSL sponsored activities (as distributed to students prior to the commencement of practices) -- these standards regulate eligibility

on the basis of age, academic standing, and compliance with rules concerning use of tobacco, alcohol, and illegal drugs;

2. academic standards as established by the school;
3. compliance with school regulations concerning physical examinations, parental permission, the payment of activities fees, and the payment of fines assessed for lost or damaged books and materials or other legitimate bills:
4. compliance with regulations established by the activities directors and supervisors (coaches) regarding behavioral conduct (both associated with the activity and elsewhere in school), attendance at practices, timely registration, cooperativeness, and, where applicable, adherence to the conditions of the MSHSL Sportsmanship Code (see Appendix A); and
5. appropriate level of physical or technical skill as determined by the activity directors and supervisors consistent with the focus of the activities program.

## **Eligibility Policy for Grades 7-12:**

### **Academic Standards**

Student-athletes must make progress towards graduation. To do this, they must be receiving credit in every class and passing all classes. The following is the Northland Community School policy for student progress.

Every 3 weeks, student-athletes must turn in their progress reports, with a parent signature, to coaches.

- If the student has an F on this progress report, the student goes into "on watch." They do not have to sit.
- If two consecutive progress reports have an F, then the student must sit for half of the event. The student will still be expected to go to practice during their ineligibility. For football and basketball, it is a half. For baseball and softball, it is 3 innings. For volleyball, it is 2 sets. For cross country, it is missing every other event. This continues the entire 3 weeks. For other events, it will be up to coach and administration discretion.
- If three consecutive progress reports have an F, then the student is out for the entire event. The student will still be expected to go to practice during their ineligibility. This continues the entire 3 weeks.
- Once a student has a progress report of no F's, then they reset to the very beginning.
- At the beginning of each season, Activities Directors or Principals will look at the previous quarter grades to determine eligibility for the first 3 weeks of the season.

### **Behavioral Standards**

Student-athletes are role models at Northland Community School and should demonstrate our Eagle Pride every day. The following is the Northland Community School policy for student behaviors.

- 1st Major Discipline Referral = warning
- 2nd Major Discipline Referral = sit for 1/2 of next game

- Football and basketball = half a game
- Baseball and softball = 3 innings
- Volleyball = 2 sets
- Cross Country and Track = every other event
- 3rd Major Discipline Referral = sit entire next event
- 4th Major Discipline Referral = sit entire next 2 events
- Etc.
  
- \*It will reset at the next sports season.

## School Attendance:

Students must be in attendance ~~all day~~ **the ENTIRE DAY** on the day of competition, contest or practice.

Students must be in attendance at the 8:25 am start time for the beginning of the next school day following the event, contest or game.

Any deviation of this rule must be cleared, in advance by the parent through the coach, Activities Director, or Principal's Office. Excused absences will be accepted. Those students not in compliance will not be eligible to participate in the event following the infraction.

However, if trends develop that reflect poor student attendance before or after games, or if it becomes apparent that student activities are having a detrimental effect on school attendance, players will need to take the following actions to remain eligible:

1. **Meet with respective coach and Activities Director to develop attendance improvement plan.**
2. **If attendance concerns persist, a parent meeting with the Activities Director and Principal will be held; consideration will be given to suspending student from respective activity.**

Coaches will utilize student attendance; both activity attendance and school attendance, to determine which students participate in activities and which students do not. **If a coach feels that poor attendance may create a safety issue or may inhibit student academic success, a coach may withhold a student from an activity until school/activity attendance is improved.**

## Physical Examination:

The MSHSL requires students in grades 7 through 12, who participate in athletics, to have a physical examination at least once every three years. Standard State of Minnesota examination forms are available at most clinics and should be turned in to the high school office when the examination is completed. ~~Students usually obtain physicals during the summer prior to 7th and~~

~~10th grades. The~~ office must have a copy of the physical on file before the student will be permitted to compete.

Although a physical exam is only required every three years by the MSHSL, it is highly recommended by coaches at ISD #118 that all athletes have a physical exam every year.

## **Parental Permission:**

All athletic participants must present a slip signed by a parent or guardian granting them permission to participate in the activity before they will be allowed to compete.

## **Fees:**

ISD #118 assesses a participation fee for all of its MSHSL Activities except band and choir.

Fees are required for the following activities:

- Football
- Volleyball
- Basketball
- Cross Country
- Track and Field
- Baseball
- Softball
- One Act Play
- Speech

6<sup>th</sup>-8<sup>th</sup> Grade - \$35.00 per sport/activity

9<sup>th</sup>-12<sup>th</sup> Grade - \$55.00 per sport/activity

~~The fee for each activity for a student who plays varsity or junior varsity is \$50. The participation fee for junior high, 7<sup>th</sup> & 8<sup>th</sup> grade level activity is \$35 per activity. The fee for One Act Play and Visual Arts is \$15.~~

Family max is \$200.

Uniform Deposit ~~is \$100 for the year and~~ is \$100 due at the start of the ~~first sports~~ season ~~played~~. This will be returned at the end of the ~~last season~~ when the student has turned in all equipment. Or the check can be applied to the next season.-

Activity fees must be paid prior to practicing or have worked out a payment plan with the Activities Director or Principal.

If a student discontinues his/her participation in an activity during the first two weeks of the

activities season, including practice time, then he/she may receive a refund of the activity fee. The student must notify the coach during the first two weeks that he/she is quitting the activity. No other refunds are possible.

## **Use of Tobacco, Alcohol, and Controlled Substances:**

In keeping with MSHSL regulations student violations will be accumulated, during 7th and 8th grade then again from 9th through 12th grade. Violations accrued prior to the 9th grade will not be considered for students in 9th through 12th grades.

1. First Violation:
  - a. MSHSL consequences will apply, which means that the student shall lose eligibility for the next two scheduled interscholastic events or two weeks of scheduled events for each activity in which
  - b. The student participates, whichever is greater. This two- week or two-event consequence will carry over into the next season or if the violation occurs in the spring, it will carry over into the next school year.
  
2. Second Violation:
  - a. MSHSL consequences will apply, which means that the student shall lose eligibility for the next six scheduled interscholastic events or ~~threesix~~ weeks of scheduled events for each activity in which the student participates, whichever is greater. This ~~threesix~~ week or six event consequence will carry over into the next season or if the violation occurs in the spring, it will carry over into the next school year.
  
3. Third Violation:
  - a. MSHSL consequences will apply, which means that the student shall lose eligibility for the next twelve scheduled interscholastic events or ~~twelve-four~~ weeks of scheduled events for each activity in which the student participates, whichever is greater. This ~~twelve-four~~ week or twelve events consequence will carry over into the next season or if the violation occurs in the spring, it will carry over into the next school year.
  - b. Eligibility may be restored after a minimum of six weeks have elapsed and only when the student presents a certificate signed by the director or a counselor of a chemical dependency treatment center indicating that a treatment program has been satisfactorily completed. Students will enroll in dependency treatment at their own expense.

As required by law, all violations of chemical use will be reported to law enforcement and to the local district Chemical Assessment team for review and evaluation.

## **NON-MSHSL ACTIVITIES**

ANISHINAABE QUIZ BOWL  
ART CLUB  
KNOWLEDGE BOWL

SERVICE LEARNING  
STUDENT ~~COUNCIL~~  
LEADERSHIP STUDENT  
AIDES  
BAND  
ONE ACT PLAY  
SPEECH  
ROBOTICS

### Non-Athletic - Category II Activities:

Teachers, coaches, directors or advisors of MSHSL and non-MSHSL activities may impose consequences such as not allowing students to participate in pep band, tournaments, concerts, performances, etc.

1. First Violation: Two events
2. Second Violation: Three events
3. Third & Subsequent Violation: Four events. The student may voluntarily enter into a chemical dependence program and be reinstated as per the MSHSL bylaws.

As required by law, all violations of chemical use will be reported to law enforcement and to the local Chemical Assessment team for review and evaluation.

During the investigation of a chemical or any MSHSL or non-MSHSL violation, if the student claims they were not in violation, but at a later date, it is found or facts show that the student was lying, the student will become ineligible for any MSHSL or non-MSHSL activity participation for an additional 9 week period in accordance to MSHSL or non-MSHSL rules.

### Locker Use:

It is the responsibility of the student to ensure that all personal belongings are stored within their sports locker and locked at all times during their absence. Lockers and locks are provided to all students. Personal locks are not allowed.

### Northern Lakes Conference Sportsmanship:

The Northern Lakes Conference is a tradition rich conference comprised of seven schools in Northeastern Minnesota: Bigfork, Deer River, Greenway, Hill City, Little Fork/Big Falls, Nashwauk-Keewatin, and Northland Community Schools. The Northern Lakes Conference is committed to developing and practicing good sportsmanship throughout all of their programs.

The Northern Lakes Conference has adopted the following:

- Sportsmanship Creed
  - It is read by the public address announcer prior to every athletic contest and published in the event program.
  - **The creed states:** Sportsmanship and courtesy go hand in hand. Good

sportsmanship is strived for in all Northern Lakes Conference events. Good sportsmanship is a responsibility of players, coaches, faculty, cheerleaders, students, adult spectators, officials and the media.

#### EXPECTATIONS OF STUDENT PARTICIPANTS:

1. Treat opponents with respect - shake hands prior to and after contest.
2. Respect judgment of contest officials, abide by rules of the contest and display no behavior that could incite fans.
3. Cooperate with officials, coaches, and fellow participants to conduct a fair contest.
4. Shake Hands with officials at the conclusion of the contest.

4.

#### EXPECTATIONS OF COACHES:

1. Always set a good example for participants and fans to follow, exemplifying the highest moral and ethical behavior.
2. Instruct participants in proper sportsmanship responsibilities and demand that they make sportsmanship the no. 1 priority.
3. Respect judgment of contest officials, abide by rules of the event and display no behavior that could incite fans.
4. Treat opposing coaches, participants and fans with respect. Shake hands with officials, opposing coach in public.
5. Develop and enforce penalties for participants who do not abide by sportsmanship standards.
6. Shake hands with the officials at the conclusion of the contest.

#### EXPECTATIONS OF SPIRIT GROUPS:

1. Stimulate desired crowd response using only positive cheers, signs and praise without antagonizing or demeaning opponents.
2. Treat opposing spirit groups and fans with respect.
3. Recognize outstanding performances on either side of the playing field or court.
4. Understand rules and strategies of the contest in order to cheer at proper times.
5. Maintain enthusiasm and composure, serving as a role model.
6. Sportsmanship behavior must be practiced by the group. The school district will not tolerate unacceptable practices such as taunting, or any other type of negative behavior directed at our opponents. Individuals or groups not abiding by good sportsmanship practices will face disciplinary actions.
7. All signs and location of signs must be approved by game management.
8. Respect the efforts of the cheerleaders.
9. Sing the Sportsmanship song along with the cheerleaders:

#### SPORTSMANSHIP SONG

Come on let's raise our voices loud and strong'  
And give a cheer to boost our team along  
Let's urge the teams to fight with all their might,  
And win a victory in sportsmanship tonight.  
For if we win or lose, we'll never fuss  
We'll make our Alma Mater proud of us.  
So with a loud and lusty hip hurrah

Our friendly foes we'll play.

#### EXPECTATIONS OF FANS:

1. Realize that a ticket is a privilege to observe a contest and support High School activities not a license to verbally assault others or be generally obnoxious.
2. Respect decisions made by contest officials.
3. Respect other fans, coaches, and participants.
4. Be a FAN....NOT A FANATIC!!!!
5. Be an exemplary role model by positively supporting teams in every manner possible, including content of cheers and signs.
6. Maintain self control at all times.
7. Parents are asked to maintain control of younger children during an event.

#### **General Rules and Regulations Governing Activities Participation (including all extracurricular activities)**

1. Student serving in-school-suspension for any reason, will be ineligible to participate in any competition during the date(s) of suspension. They are still expected to participate in practice during that time.
2. Student serving out-of-school-suspension for any reason, will be ineligible to practice or participate in any competition during the date(s) of suspension.
3. Participants, coaches or advisors shall leave all practice areas and dressing rooms in a neat and orderly condition as well as seeing that all doors are locked and all lights turned off that were used during practices and games. The coach or supervisor is responsible for the supervision of participants until the activity has been completed and is the last one to leave the building.
  - a. Coaches or supervisors are also responsible for supervising students while they are in the building waiting for an activity to begin. An area or room should be assigned for students that are waiting for the activity to begin or to load buses for out of town events.
2. **As a rule, for liability purposes, students are to use school transportation to and from school sponsored events and activities. Students are to be released only to their own parents or guardians unless permission was granted by the principal or his designee in advance.**
  - a. **Under no circumstances will a student be permitted to provide his(her) own transportation to or from an event held off the school grounds, nor will a student participant be permitted to ride with another parent or person unless approved by the principal or his designee.**
3. **Students that willfully, without permission from the coach, advisor or superintendent or his designee use transportation other than stated above, shall lose eligibility for the next two interscholastic events or two weeks of scheduled events for each activity in which the student participates, whichever is longer.**
4. Students may, on occasion, be asked to contribute to the cost of food, transportation and lodging. This will be done in accordance with district policy.

#### **Procedure for Administering the Code of Conduct and Eligibility Regulations**

All allegations and complaints relative to a student's violation of the Code of Conduct, all inquiries, investigations of complaints, disciplinary actions taken, and appeals of disciplinary decision will be handled according to guidelines established by the Minnesota State High School League as outlined in Appendix B. Student participants will be expected to provide their own clothing for practices, and their own shoes, socks, underclothing, towels, and toiletries for both practices and competitions. They will also provide any accessories to standard uniforms that are not required equipment (e.g., special eyeglasses and special footwear).

Students who require medication or who have sustained unusual injuries will be required to provide their own medications. Under no circumstances will any activity supervisor administer medication of any sort (including aspirin) to a student participant. The school will not be required to provide meals or food allowances for student participants while students are on activities trips. The school does however, have the option of providing food and lodging to those competing above the district level.

Student participants will be expected to keep their practice clothing clean and may be asked to clean uniforms and equipment issued them by the school.

## **Injuries and Insurance Coverage**

ISD #118 assumes no liability for illness or injury to any student participating in athletics or extracurricular activities not due directly or indirectly to negligence on the part of activities supervisors.

District employees are expected to take reasonable and accepted precautions against injury and to provide for proper maintenance of equipment and facilities. Students who engage in activities such as football, wrestling, basketball, etc., do so with the knowledge that injuries are not uncommon to these sports. Coaches are strongly encouraged to provide students both with understanding of the risks they are taking by participating, and with a vigorous conditioning program to guard against undue risks of injury.

In the event of injuries and illnesses of which coaches are aware, reasonable accommodations will be made for the student so as not to aggravate the condition or prolong the period of recovery. When a student's health precludes his (her) from practicing and performing as expected, (s)he may be asked to provide written recommendations from a physician indicating the nature of permissible and not permissible activities and indicating a time at which full participation can be resumed. Ill and injured students who do not obtain physician's recommendations may, in some circumstances, be withheld from participation.

The health and well being of our students is a paramount concern. Coaches and supervisors will take every reasonable action to secure adequate and immediate assistance in handling injuries that result from students' participation in practice and competition. In the case of injuries that are serious or life-threatening, however, EMT or professional help will be secured immediately without regard for the students' level of insurance coverage or parents' ability to pay.

**ISD #118 does not carry any individual student insurance. However individual insurance**

**is made available as an option to each parent/student at their expense. This insurance information is provided to each student and parent at the beginning of the school year.**

## ISD 118 Procedures for School Sponsored Trips

1. Each student must have a signed permission slip and signed emergency authorization slip prior to leaving the campus for the trip. This can be completed at the beginning of a season for extra-curricular activities/sports and apply to the entire season. All permission slips and emergency authorization slips are to be taken on each trip.
2. No student is permitted to travel with or leave the school group with someone who is not an assigned coach, advisor, pre-approved trip chaperone, or the student's parent/legal guardian without the written permission of the student's parent/guardian.
3. Fast food or family-style restaurants should be used for school sponsored trips. Examples of such restaurants include: McDonalds, Subway, Perkins, etc. Restaurants that serve alcohol are not approved eating establishments for school sponsored trips **unless** pre-approved by the superintendent and will be considered only when determined to be educationally relevant to students.
4. Absolutely no alcohol consumption is permitted during the duration of the school sponsored trip by any district employee, advisor, student, or chaperone assigned to the trip. Illegal drug use is prohibited.
5. Recreational activities and entertainment options during school sponsored trips should be age-appropriate, respectful, and represent a positive image to our students. Examples of appropriate entertainment are athletic events, museum or zoo visits, movies that are age-appropriate to the students on the trip (i.e.: no "R" rated movies if there are students under the age of 17 on the trip), theater productions that are age-appropriate to the students on the trip, etc. School sponsored trips should not include recreational activities and/or entertainment that include violence, sexual content, drugs/alcohol or any other content that portrays a negative image. Any exceptions are to be pre-approved by the superintendent and will be considered only when educationally relevant to students.
6. The superintendent must pre-approve plans for overnight trips to include student names, emergency contact names/phone numbers, approved chaperone names, district employees participating, trip itinerary, hotel accommodations and a summary of sleeping and supervision assignments. Once initial superintendent approval is obtained, the plan will be presented to the Board for final approval. Final revisions to the plan are to be provided to the superintendent prior to trip departure.

The lead teacher, head coach, and/or advisor have primary responsibility to oversee any school sponsored trips. This includes making all arrangements; ensuring required permission is obtained and taken for each student; assigning and ensuring proper supervision during the trip; ensuring that all district employees, students, and chaperones are aware of the expectations; obtaining any necessary administrative permissions and/or pre-approvals; handling of funds; and communicating effectively with everyone in regard to the trip. Any concerns that occur in regard to any trip are to be immediately reported to school administration.

## EMERGENCY INFORMATION

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's/Guardian's Name: \_\_\_\_\_ Cell#: \_\_\_\_\_

Employed At: \_\_\_\_\_ Work#: \_\_\_\_\_

Parent's/Guardian's Name: \_\_\_\_\_ Cell#: \_\_\_\_\_

Employed At: \_\_\_\_\_ Work#: \_\_\_\_\_

Physical Address: \_\_\_\_\_ Home#: \_\_\_\_\_

\_\_\_\_\_ Fire#: \_\_\_\_\_

Mailing Address (If different from above):

\_\_\_\_\_

\_\_\_\_\_

Township: \_\_\_\_\_ Email Address:

\_\_\_\_\_

### Emergency Contact List

Person(s) authorized to care for student when parent/guardian cannot be reached:

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Phone#: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Phone#: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Phone#: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Phone#: \_\_\_\_\_

Physician: \_\_\_\_\_ Phone#: \_\_\_\_\_

Dentist: \_\_\_\_\_ Phone#: \_\_\_\_\_

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We would appreciate knowing if your child has any medical or physical conditions of which we should be aware of. For example: *allergies, heart murmur, diabetes, migraines, epilepsy, asthma, etc.* Please list all such conditions:

\_\_\_\_\_

\_\_\_\_\_

Allergic to:

\_\_\_\_\_

Can attend physical education classes: \_\_\_without any restrictions

\_\_\_with some restrictions (please specify):

\_\_\_\_\_

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\_\_\_ Under no conditions can student participate. It is required a doctor's note be provided to the school.

The following procedures need to be followed if the condition is aggravated:

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In case of an emergency and a parent/guardian/designated person cannot be reached, your child will be transported to the nearest medical facility at the discretion of the emergency responders.

Please transport to

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List all medications your child is taking on a regular basis whether at home or at school. We need to have a copy of the possible side effects paper which comes from your doctor or pharmacy, the exact dosage and the times your child takes the meds. The more detailed you provide, the better we can administer to your child in case of an emergency.

Medication Name: \_\_\_\_\_ Dosage: \_\_\_\_\_ Time Given: \_\_\_\_\_

Medication Name: \_\_\_\_\_ Dosage: \_\_\_\_\_ Time Given: \_\_\_\_\_

Medication Name: \_\_\_\_\_ Dosage: \_\_\_\_\_ Time Given: \_\_\_\_\_

Please list any other information you feel is important for the School District to know about your child:

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## Guidelines

Please read the following guidelines to be sure you are providing us with the necessary documentation for the safety of your child and you are following these steps.

### A. Prescription Medication

- You must provide the school with a written authorization (Administrating Prescription Medications Form) completed by a licensed physician when requesting medication be administered during the school hours. The office has this form.
- A new Administrating Prescription Medications Form needs to be filled out annually by a licensed physician or when a change in the prescription or requirements for administration occurs.
- Prescription medication must come to school **by the parent** in the **original container appropriately labeled for the student by the pharmacy** and left with the appropriate school personnel. Medications must not be transported on the bus. (Exception – inhalers. Need Letter for Self-Administering Inhalers form completed by a parent. This form is available in the school office.)

**B. Non Prescription Medications**

- Non prescription medications must come in the original container.
- Parents must submit a written authorization which includes directions for administering and an ending date of administration. This includes aspirin and Tylenol.

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Transportation Permission

### Independent School District #118 Northland Community School

*Release of Liability for Students Transported to or from Co-Curricular Activities*

Student's name \_\_\_\_\_ is a member of the Northland Eagle's  
or HCN Storm \_\_\_\_\_ team and has  
permission to ride home from away games with any of the following adult drivers for the duration of the season.

<u>Driver's Name</u>	<u>Driver's Phone Numer</u>

**Athletes will notify the coach before each game regarding their transportation home.**

I agree to hold Independent School District #118 harmless in the event of injury to the student, including any property damages, while the student is being driven from the activity by transportation other than that provided by District 118.

In addition, I agree not to assert against the district, all current, former and future members of the school board of the district, the current, former and future employees of the district, and the heirs, executors, administrators, successors and assigns, in any court of law, any claim or claims that the student and/or the parent or legal guardian had, now have, or may have in the furture, whether known or unknown, based on any injuries sustained by the student while being so transported.

I have read and voluntarily sign the release and waiver or liability, and further agree that no oral representations, statements or inducements apart from the foregoing written agreement have been made.

Signature of Parent/Guardian \_\_\_\_\_

Date: \_\_\_\_\_

\*\*Copies to Student File and Coaches

Name / Address

ISD 118  
Remer, MN

Brad 218 398 7301  
New PD18527

Project

Description	Qty	Rate	Total
Sealcoat, includes cleaning work area, debris removal and application of seal coat per mfg specifications.		20,287.00	20,287.00
Crack Fill B/G		2,210.85	2,210.85
Mobilization - Cost based on Mapquest (Closest location) to work site per mile		340.00	340.00
Application of appropriate marking and/or symbol - Ex: lines, handicap, fire lanes, etc.		1,854.00	1,854.00

- 2 coats - Squeegee, then spray
- old asphalt by bus garage ✓ yes
- Playground Asphalt & lines layout
- no -
- Power Sweeper ✓

Seal

## RC Seal Coating

Owners: Shane and Sue Holm  
37723 County Road 19  
Deer River, MN 56636  
218-256-0580  
rcsealcoating@gmail.com

## Estimate

Date: Summer, 2023

### ADDRESS

Remer School District

### CRACKSEALING

Crack cleaning and preparation, crack fill and over-banding with hot pour rubber, Apply cover material as needed. Some settling will occur upon cooling.

### SEAL COATING

Full cleaning a preparation of lot, priming oil spot areas and apply sealer mixed per manufacture's recommendation

### PATCHING

Saw cut edge of island to insure a clean edge, dig out base and replace with class 5 gravel, pack base and re-surface with 4 inches of hot mix asphalt.

### STRIPING

Re-stripe stalls and handicap spots in current layout or as specified with Maintenance Supervisor.

### Total for the above services:

**\$32,800.00** (Include cleaning, crack filling, **2 coats** of sealer, and striping)

**\$14,200.00** (Includes preparing island area in main lot and replacing with hot mix asphalt)

*RC Seal Coating does not warranty areas that are shaded, particularly areas shaded by evergreen or maple trees. We also don't warranty areas that hold water for extended periods of time such as low spots or places next to retaining walls.*

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### Acceptance of Proposal

The above prices, specifications and conditions are satisfactory and hereby accepted. You are authorized to do the work specified above. Payment due upon completion of work.

Date \_\_\_\_\_

Signature \_\_\_\_\_



Adopted: \_\_\_\_\_ 102

Orig. 1995

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

Rev. 2023

Independent School District #118 – Mandatory Policy 102

Orig. 1995

Adopted: 7/17/97

MSBA Revised: 7/2023

Reviewed:

## **102 EQUAL EDUCATIONAL OPPORTUNITY**

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

### **I. PURPOSE**

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

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

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district’s policy on harassment and violence and the school district’s procedures for addressing such complaints, refer to the school district’s policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district’s corresponding procedures for addressing disability discrimination complaints, refer to the school district’s policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district’s corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district’s policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of

members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

**Legal References:** Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
[Minn. Stat. § 121A.04 \(Athletic Programs; Sex Discrimination\)](#)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:**  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

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

MSBA/MASA Model Policy 424

Orig. 1999

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

Rev. 2023

## 424 LICENSE STATUS

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

### I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

### II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

### III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of

duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

**Legal References:** Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)  
Minn. Stat. § 122A.40, ~~Subd. 13~~ (Employment; Contracts; Termination – Immediate Discharge)  
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)  
*Vettleson v. Special Sch. Dist. No. 1*, 361 N.W.2d 425 (Minn. App. 1985)  
*Lucio v. School Bd. of Independent Sch. Dist. No. 625*, 574 N.W.2d 737 (Minn. App. 1998)  
*In the Matter of the Proposed Discharge of John R. Statz* (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

**Cross References:** None

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

MSBA/MASA Model Policy 507

Orig. 1995

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

Rev. 2023

## **507 CORPORAL PUNISHMENT AND PRONE RESTRAINT**

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

### **I. PURPOSE**

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

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

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student. ~~or charter school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.~~

### **III. DEFINITIONS**

1. "Corporal punishment" means conduct involving:
  - a. hitting or spanking a person with or without an object; or
  - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. "Prone restraint" means placing a child in a face-down position.

### **IV. PROHIBITIONS**

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.
3. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.
4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under thei statute. Nothing in this Minnesota Statutes, section 121A.58 –or 125A.0941 precludes the use of reasonable

force under Minnesota Statutes, section 121A.582.

**V. EXCEPTIONS**

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

**VI. VIOLATION**

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

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

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

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

MSBA/MASA Model Policy 513

Orig. 1995

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

Rev. 2023

## **513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN**

### **I. PURPOSE**

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

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

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

#### **A. Promotion**

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

#### **B. Retention**

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

#### **C. Program Design**

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

~~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 ~~will~~must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:

- a. multiple objective criteria; and
- b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should

be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. 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.
  
5. The school district ~~will~~must 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 in the subsequent year for early admission to kindergarten or 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 Students Program)  
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

**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 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 620 (Credit for Learning)

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

MSBA/MASA Model Policy 524

Orig. 1996

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

Rev. 2023

## **524 INTERNET ACCEPTABLE USE AND SAFETY POLICY**

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

### **I. PURPOSE**

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

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

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

### **III. LIMITED EDUCATIONAL PURPOSE**

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

### **IV. USE OF SYSTEM IS A PRIVILEGE**

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

### **V. UNACCEPTABLE USES**

A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
  - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
  - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
  - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
  - d. information or materials that could cause damage or danger of disruption to the educational process;
  - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

***[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]***

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between

employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
  - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
  - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
  - 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
  - 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
  - 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

## **VI. FILTER**

***[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]***

### **ALTERNATIVE NO. 1**

***[Note: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes section 125B.15.]***

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

***[Note: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]***

## **ALTERNATIVE NO. 2**

***[Note: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]***

- A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.
- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

## **ALTERNATIVE NO. 3**

***[Note: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]***

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
  - 1. Obscene;
  - 2. Child pornography; or
  - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
  - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the

genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
  - D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
  - E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

***[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]***

#### **VII. CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

#### **VIII. LIMITED EXPECTATION OF PRIVACY**

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

**IX. INTERNET USE AGREEMENT**

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

**X. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

**XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
  - 1. Notification that Internet use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district diskettes, hard drives, or servers.
    - b. Information retrieved through school district computers, networks, or online resources.
    - c. Personal property used to access school district computers, networks, or online resources.
    - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
  - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
  - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for

enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

## **XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
  1. A copy of the user notification form provided to the student user.
  2. A description of parent/guardian responsibilities.
  3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
  4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
  5. A statement that the school district's acceptable use policy is available for parental review.

## **XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS**

- A. "Technology provider" means a person who:
  1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
  2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
  - 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
  - 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
  - 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
  - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
  - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

#### **XIV. SCHOOL-ISSUED DEVICES**

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
  - 1. any location-tracking feature of a school-issued device;
  - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
  - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
  2. the activity is permitted under a judicial warrant;
  3. the school district is notified or becomes aware that the device is missing or stolen;
  4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
  5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
  6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

## **XV. CELL PHONE USE**

1. Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

**[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell**

**phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]**

#### **XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN**

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

#### **XVII. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)  
17 U.S.C. § 101 *et seq.* (Copyrights)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
*Mahanoy Area Sch. Dist. v. B.L.*, 594 U.S. \_\_\_, 141 S. Ct. 2038 (2021)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969)  
*United States v. Amer. Library Assoc.*, 539 U.S. 194 (2003)  
*Sagehorn v. Indep. Sch. Dist. No. 728*, 122 F.Supp.2d 842 (D. Minn. 2015)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 (D. Minn. 2012)  
*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)  
*S.J.W. v. Lee’s Summit R-7 Sch. Dist.*, 696 F.3d 771 (8<sup>th</sup> Cir. 2012)  
*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)  
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials)

on School Premises by Students and Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance  
Procedures and Process)  
MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)  
MSBA/MASA Model Policy 904 (Distribution of Materials on School District  
Property by Nonschool Persons)

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

MSBA/MASA Model Policy 532

Orig. 2003

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

Rev. 2023

## **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. "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.
- B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.

- C. "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.
- D. "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.
- 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. "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).
- 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. Removal By Crisis Team**

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. Reasonable Force Permitted

1. 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
2. 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:
  - a. Corporal punishment prohibited by Minnesota Statutes, section 121A.58;
  - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
  - c. Totally or partially restricting a child's senses as punishment;
  - d. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, 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;
  - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, Chapter 260E;
  - f. Physical holding (as defined in 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;
  - g. Withholding regularly scheduled meals or water; and/or
  - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

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. Continued Removals; Review of IEP

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 Minnesota Statutes, section 125A.0942, subdivisionSubd. 5, and otherwise comply with the requirements of section§ 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

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 seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, 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 on 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 (Removal by Police Officer)  
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 *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)  
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

**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)

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

*MSBA/MASA Model Policy 534 Independent School District #118*

Orig. 2017

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

Rev. 2023

## 534 SCHOOL MEALS POLICY

***[Note: In 2021, the Minnesota legislature amended Minnesota Statutes, section 124D.111, ~~that now states to require~~ that Minnesota school districts that participate in the national school lunch program ~~must~~ adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].***

***[Note: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, local school districts may vary the meal charge policy for elementary, middle, and high schools.]***

***[Note: School districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte items or second meal charges.]***

### 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

***[Note: Payment systems and procedures will likely vary from school district to school district. The school district should select one of the following options and delete the remaining options.]***

A. [OPTION 1: All a la carte items or second meal purchases are to be prepaid before meal service begins. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).] A student who does not have sufficient funds will not be allowed to charge ~~meals or a la carte items~~ or a second meal until additional money is deposited in the student's account.]

~~[OPTION 2: Students have use of a meal account. When the balance reaches zero, a student may charge no more than \$[insert amount] or [insert number of meals] to this account]. When an account reaches this limit, a student shall not be allowed to charge further second meals or a la carte items until the negative account balance is paid. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).]~~

~~[OPTION 3: Insert a school district-specific process for payment of a la carte items or second meals.]~~

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.

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.

~~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. 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 lunch always must be served a reimbursable meal even if the student has an outstanding debt.~~

~~D. 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.~~

~~E. 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 reaches \$[insert amount] or [insert number of meals].~~ Families will be notified by ~~[insert the method used to notify families (e.g., automated calling system, email, phone calls, letters sent home by mail)].~~

- 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 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 \$~~[insert amount~~50.00], not paid prior to ~~[enter time end of month period (e.g., end of the month, end of the semester, end of the school year)]~~, will be turned over to the superintendent or superintendent's designee for 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. 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 Service 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: Local Meal Charge Policies (2016)  
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)  
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

**Cross References:** None

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

MSBA/MASA Model Policy 601

Orig. 1995

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

Rev. 2023~~2~~

## 601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

***[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]***

### I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

### III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across

institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

- I. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
  
- J. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
  - 1. the size of the academic achievement gap; ~~and~~ rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
  - 2. student performance on the Minnesota Comprehensive Assessments;
  - 3. high school graduation rates; and
  - 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.
  
- K. "World's best workforce" means striving to: meet school readiness goals; ~~have all third-grade students achieve grade-level literacy;~~ close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

**[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World's Best Workforce law—effective August 1, 2023. The definitions apply to revisions to the World's Best Workforce law regarding strategic plans; these revisions are effective "for all strategic plans reviewed and updated after June 30, 2024.**

**Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.]**

#### **IV. LONG-TERM STRATEGIC PLAN**

- A. The school board, at a public meeting, ~~shall~~must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
  - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2), state and federal law;

**[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]**

2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 ~~for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups,~~ and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

**[Note: MSBA/MASA Model Policy 618 addresses this requirement.]**

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision~~Subd.~~ 8, or 122A.41, subdivision 5;

**[Note: MSBA/MASA Model Policy 616 addresses this requirement.]**

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

**[Note: MSBA/MASA Model Policy 616 addresses this requirement.]**

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income and minority children families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that

- a. integrate high-quality instruction, rigorous curriculum, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;

- b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

- c. provide a collaborative professional culture that develops and supports seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; and-

8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.\* These skills include the following:

***[\*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]***

a. reading, writing, speaking, listening, and viewing in the English language;

b. mathematical and scientific concepts;

c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

d. creative and critical thinking, decision making, and study skills;

e. work readiness skills;

f. global and cultural understanding.

2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:

a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;

b. bring many perspectives, including historical, to contemporary issues;

c. develop an appreciation and respect for democratic institutions;

d. communicate and relate effectively in languages and with cultures other than the student's own;

e. practice stewardship of the land, natural resources, and environment;

f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.

4. ~~School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 
  - a. ~~establishing and achieving personal and career goals;~~
  - b. ~~adapting to change;~~
  - c. ~~leading a healthy and fulfilling life, both physically and mentally;~~
  - d. ~~living a life that will contribute to the well-being of society;~~
  - e. ~~becoming a self-directed learner;~~
  - f. ~~exercising ethical behavior.~~~~
  
5. ~~Students will be given the opportunity to acquire human relations skills necessary to:
 
  - a. ~~appreciate, understand, and accept human diversity and interdependence;~~
  - b. ~~address human problems through team effort;~~
  - c. ~~resolve conflicts with and among others;~~
  - d. ~~function constructively within a family unit;~~
  - e. ~~promote a multicultural, gender-fair, disability-sensitive society.~~~~

***[Note: School district and site goals example courtesy of the Winona School District.]***

- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

~~Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.~~

1. ~~The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
  
2. ~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

***[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]***

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.
4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
  - a. a summary of the district's efforts to screen for dyslexia;
  - b. the number of students screened for that reporting year; and
  - c. the number of students demonstrating characteristics of dyslexia for that year.
5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
  - a. the student's reading proficiency as measured by a locally adopted assessment;
  - b. reading-related services currently being provided to the student and the student's progress; and
  - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

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***[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]***

~~8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ **Read Act Goal and Interventions**)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)  
20 U.S.C. § 5801, *et seq.* (National Education Goals)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

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

MSBA/MASA Model Policy 603

Orig. 1995

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

Rev. 2023

## 603 CURRICULUM DEVELOPMENT

***[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]***

### I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

### II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

### III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

### IV. DISTRICT ADVISORY COMMITTEE

- A. The school board ~~shall~~must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, ~~shall~~must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents ~~shall~~must comprise at least two-thirds of ~~advisory~~ committee members.
- C. The District Advisory Committee ~~shall~~must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee ~~shall~~must recommend to the school board

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, ~~section 120B.022 subdivisions 1a and 1b, and section 120B.35~~
  2. district assessments;
  3. means to improve students' equitable access to effective and more diverse teachers; ~~and~~
  4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
  5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
  6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

**V. SCHOOL SITE TEAM**

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

**VI. CURRICULUM DEVELOPMENT PROCESS**

**[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]**

- ~~A. Within the ongoing process of curriculum development, the following needs shall be addressed:~~
- ~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~
  - ~~2. Identify minimum objectives for each course and at each elementary grade level.~~
  - ~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
  - ~~4. Provide a program for ongoing monitoring of student progress.~~
  - ~~5. Provide for specific, particular, and special needs of all members of the student community.~~

- ~~6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.~~
  - ~~7. Integrate required and elective course standards in the scope and sequence of the district curriculum.~~
  - ~~8. Meet all applicable requirements of the Minnesota Department of Education and federal law.~~
- ~~B. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minnesota Statutes section 120B.12, Subd. 2.~~
- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, section 120A.20, [subdivision](#) 1(c). A student's plan under this section shall continue while the student is enrolled.
  - B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
  - C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** Minn. Stat. § [120A.20 \(Admission to Public School\)](#)  
[Minn. Stat. § 120B.10 \(Findings; Improving Instruction and Curriculum\)](#)  
Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce](#))  
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)  
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; [Personal Learning Plans](#))  
[Minn. Stat. § 124D.59 \(Definitions\)](#)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

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

MSBA/MASA Model Policy 604

Orig. 1995

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

Rev. 2023

## 604 INSTRUCTIONAL CURRICULUM

### I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

### II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. ~~Language arts and~~ basic communication skills including reading and writing, literature, and fine arts;
2. ~~M~~ mathematics and science;
3. ~~S~~ social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. ~~H~~ health and physical education;

***[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]***

5. The arts;
6. Career and technical education; and
7. World languages.

***[Note: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates ~~or Minnesota World Language High Achievement Certificates~~ consistent with Minnesota Statutes section 120B.022, subdivision 1.]***

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and ~~all~~ courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. ~~Public E~~ elementary and middle schools ~~shall~~ must offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts

areas: dance, media arts, music, theater, and visual arts.

- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

### **III. REQUIRED ACADEMIC STANDARDS**

- A. The following subject areas are required for statewide accountability:
  - 1. language arts;
  - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
  - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
  - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
  - 5. physical education;
  - 6. health, for which locally developed academic standards apply; and
  - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

### **IV. PARENTAL CURRICULUM REVIEW**

The school district shall have a procedure for a parent, guardian, or an adult student,

18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

## **V. CPR AND AED INSTRUCTION**

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
  - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
  - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

***[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]***

## **VI. COLLEGE AND CAREER PLANNING**

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
  - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
  - 2. emphasize academic rigor and high expectations and inform the student, and

the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  5. help students access education and career options;
  6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
  8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
  9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become college-ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

## **VI. ~~CIVICS TEST~~**

- ~~A. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.~~
- ~~B. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.~~
- ~~C. The school district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.~~
- ~~D. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.~~
- ~~E. The school district may administer civics test questions as part of the social studies curriculum.~~
- ~~F. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.~~
- ~~G. The school district cannot charge a fee related to this requirement.~~

~~**[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]**~~

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
[Minn. Stat. § 120B.101 \(Curriculum\)](#)  
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
 Minn. Stat. § 120B.20 (Parental Curriculum Review)  
 Minn. Stat. § 120B.021 (Required Academic Standards)  
 Minn. Stat. § 120B.022 (Elective Standards)  
[Minn. Stat. § 120B.023 \(Benchmarks Implement, Supplement Statewide Academic Standards\)](#)  
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 605 (Alternative Programs)

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

MSBA/MASA Model Policy 613

Orig. 1997

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

Rev. 2023

## **613 GRADUATION REQUIREMENTS**

***[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]***

### **I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

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

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

- A.** "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B.** "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C.** "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D.** "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E.** "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

### **IV. DISTRICT ASSESSMENT COORDINATOR**

(          Position Title Technology Specialist          ) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

### **V. GRADUATION ASSESSMENT REQUIREMENTS**

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A.** Achievement and career and college readiness in mathematics, reading, and writing, as

measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

- B. Consistent with this paragraph and Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## **VI. GRADUATION CREDIT REQUIREMENTS**

Students beginning 8<sup>th</sup> grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history,

geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
  - 1. A one-half credit of economics taught in a school's agriculture-agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
  - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
  - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
  - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
  - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
  - 6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

**[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]**

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. All students must demonstrate their understanding of the following academic standards:
  - 1. School District Standards, Health (K-12);
  - 2. School District Standards, Career and Technical Education (K-12); and
  - 3. School District Standards, World Languages (K-12).

- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
  - \* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  - 1. Minnesota Academic Standards, English Language Arts K-12;
  - 2. Minnesota Academic Standards, Mathematics K-12;
  - 3. Minnesota Academic Standards, Science K-12;
  - 4. Minnesota Academic Standards, Social Studies K-12; and
  - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

**VIII. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal’s decision shall be in writing and may be subject to review by the superintendent and school board.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)  
 Minn. Stat. § 120B.021 (Required Academic Standards)  
 Minn. Stat. § 120B.023 (Benchmarks)  
 Minn. Stat. § 120B.024 (Credits)  
 Minn. Stat. § 120B.07 (Early Graduation)  
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
 Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Part 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

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

MSBA/MASA Model Policy 616

Orig. 1997

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

Rev. 2023

## 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

**[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]**

### I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- ~~B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.~~
- BC. "World's best workforce" means striving to: meet school readiness goals; ~~have all third grade students achieve grade-level literacy~~; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

### IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

#### A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
  3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.
- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Year 1	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE	Music and Art	Math	Science and Industrial Tech
Year 2	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE	Music and Art	Math
Year 3	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE	Music and Art
Year 4	Health and PE	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE
Year 5	Language Arts	Health/PE	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts
Year 6	Social Studies and Social Emotional Learning	Language Arts	Health/PE	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning

**KEY:**

Year 1 – Preparation (meetings bi-weekly)

Year 2 - Implementation and fiscal purchasing year (meetings monthly)

Year 3 - Pacing check and assessment development (meetings quarterly)

Year 4-5 – MonitorYear 6 – Evaluate (meetings twice a year)

Year 1	Year 2	Year 3	Year 4-5	Year 6
<p><b>Conduct Research</b></p> <p>Examine and review state and national standards</p> <p>Research trends and shifts in emphasis among the standards</p> <p>Analyze results of data and current levels of achievement</p> <p><b>Guiding Change Framework</b></p> <p>Determine current reality</p> <p>Discuss parameters and unacceptable means related to curriculum and program development</p> <p>Determine desired results</p> <p><b>Determine Criteria</b></p> <p>Determine program goals and criteria for the selection of instructional resources</p> <p>Establish broad units of study</p> <p>Identify priority standards</p> <p><b>Resource and Material Evaluation</b></p> <p>Evaluate existing resources</p> <p>Identify potential new resources (if necessary) and vet through research and vendor presentations</p> <p><b>Curriculum Approval</b></p> <p>Advisory Committee</p> <p>Board of Education</p>	<p><b>Purchase (July 1)</b></p> <p><b>Curriculum Development</b></p> <p>Review priority standards and broad units of study</p> <p>Develop/Revise Learning Targets</p> <p>Identify key vocabulary</p> <p>Map units of study</p> <p>Develop pacing guides</p> <p>Update course descriptions and syllabi</p> <p><b>Professional Development</b></p> <p>Provide professional development for program implementation</p>	<p><b>Assessment Development</b></p> <p>Working from priority standards and learning targets, align instructional activities and assessments</p> <p>Review/refine pacing guides</p> <p>Develop formative assessment strategies (assessment for learning)</p> <p>Develop common summative assessments (assessment of learning) and align rubrics or learning scales</p> <p>Establish common grading criteria for processes and products that inform the report card</p> <p><b>Professional Development</b> (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Share new learning and new instructional strategies</p>	<p><b>Monitor</b></p> <p>Gather feedback from teachers in the department</p> <p>Attend to vertical and horizontal alignment</p> <p>Provide professional development as needed.</p> <p>Update instructional units and assessments as needed.</p> <p>Consider additional supplemental and differentiated resources.</p> <p><b>Professional Development</b> (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Consider opportunities for ongoing professional development through conference or workshop attendance</p> <p>Share new learning and new instructional strategies</p>	<p><b>Resource and Material Evaluation</b></p> <p>Evaluate existing resources</p> <p>Gather input from department teachers</p> <p><b>Professional Development</b> (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Consider opportunities for ongoing professional development through conference or workshop attendance</p> <p>Share new learning and new instructional strategies</p>

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement ~~growth~~ that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By [    date    ] of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
  - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,

- d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
- a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
- ~~4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:~~
- ~~a. The Director of Curriculum (or similar educational leader)~~
  - ~~b. Principal~~
  - ~~c. School Board Member~~
  - ~~d. Student Representative~~
  - ~~e. One teacher from each building or instructional level~~
  - ~~f. Two parents from each building or instructional level~~
  - ~~g. Two residents without school-aged children, non-representative of local business or industry~~
  - ~~h. Two residents representative of local business or industry~~
  - ~~i. District Assessment Coordinator (if different from "a." above)~~

**~~[Note: This Advisory Committee composition is a model only.]~~**

5. Translation services should be provided to the extent appropriate and practicable.
6. The District Advisory Committee shall meet the following timeline each year:
  - Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
  - Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
  - Month(s): Review evaluation results and prepare recommendations.
  - Month: Present recommendations to the school board for its input and approval.
- E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress ~~toward Literacy by Grade 3~~, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.
- F. Reporting
  1. Consistent with Minnesota Statutes, section 120B.36, ~~subdivision~~Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
  2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

**Legal References:**

Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)  
Minn. Stat. § 120B.36 (School Accountability)  
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)  
Minn. Stat. § 123B.147 (Principals)  
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)

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

MSBA/MASA Model Policy 617

Orig. 1998

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

Rev. 2023~~2~~

## 617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

***[Note: With ~~the~~ repeal of the Profile of Learning, school districts no longer are required to comply with the procedures set forth in this policy. School districts ~~which that~~ retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]***

### I. PURPOSE

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements ~~through the Profile of Learning content standards~~ will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards ~~of the Profile of Learning.~~—This policy also defines how technology will be integrated across student learning areas. ***[Note: With ~~the~~ repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*** In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

### III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

#### A. Preparatory Content Standards

*[To the extent school districts retain preparatory content standards as part of their locally adopted academic standards, school districts should insert in this section how their curriculum and instructional opportunities for all students will address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]*

#### B. High School Content Standards

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction,

curriculum and assessment which addresses the high school content standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. **[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]**

**[Note: School districts should examine existing graduation requirements and align them to the new requirements.]**

C. Assessment of Content Standards

*[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]*

D. Additional Requirements

*[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]*

E. Special Needs Students

*[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]*

F. Integration of Technology

*[School districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*

G. Evaluation and Remediation of Student Difficulties and Achievement

*[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]*

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

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

MSBA/MASA Model Policy 618

Orig. 1998

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

Rev. 2023

## **618 ASSESSMENT OF STUDENT ACHIEVEMENT**

### **I. PURPOSE**

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

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

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

### **III. DEFINITIONS**

~~A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

~~"Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

~~"Computer-adaptive assessments" means fully adaptive assessments.~~

D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

E. "Elective standards" means a locally adopted expectation for student learning in career

and technical education and world languages.

- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. ~~"Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level. [Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]~~
- K. ~~"On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~
- GL. "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of ~~English~~ language arts, mathematics, science, social studies, physical education, and the arts, ~~and/or~~ (2) a locally adopted expectation for student learning in health ~~or the arts~~.

#### IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The **[school board/superintendent/director of instruction]** shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

#### V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

##### A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

***[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]***

##### B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:

- a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
  - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
  - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
  4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
  5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
  6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The [Minnesota](#) Commissioner of Education must create and publish a form for parents and guardians that:
  - a. explains the need for state academic standards;
  - b. identifies the state assessments that are aligned with state standards;
  - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
  - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
  - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and

- f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

## **VI. RIGOROUS COURSE OF STUDY WAIVER**

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
  1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
  2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
  3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## **VII. CAREER EXPLORATION ASSESSMENT**

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for

postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.3520 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

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

MSBA/MASA Model Policy 621  
Orig. 2023

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

## **621 LITERACY AND THE READ ACT**

**[Note: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]**

### **I. PURPOSE**

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

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

The school district recognizes the centrality of reading in a student's educational experience.

### **III. DEFINITIONS**

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the

Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading,

and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

#### **IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT**

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
  - 1. the student's reading proficiency as measured by a screener approved by MDE;
  - 2. reading-related services currently being provided to the student and the student's progress; and
  - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

#### **V. IDENTIFICATION AND REPORT**

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
  - 1. a summary of the school district's efforts to screen for dyslexia;
  - 2. the number of students universally screened for that reporting year;
  - 3. the number of students demonstrating characteristics of dyslexia for that year; and
  - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

## **VI. INTERVENTION**

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular

classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

## **VII. LOCAL LITERACY PLAN**

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
  2. a process to notify and involve parents;
  3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
  4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
  5. identification of staff development needs, including a plan to meet those needs;
  6. the curricula used by school site and grade level;
  7. a statement of whether the school district has adopted a MTSS framework;
  8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
    - a. students in kindergarten through grade 3;
    - b. students who demonstrate characteristics of dyslexia; and

- c. students in grades 4 to 12 who are identified as not reading at grade level; and
  - 9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

## **VIII. STAFF TRAINING**

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
  - 1. intervention teachers working with students in kindergarten through grade 12;
  - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
  - 3. special education teachers;
  - 4. curriculum directors;
  - 5. instructional support staff who provide reading instruction; and
  - 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

## **IX. STAFF DEVELOPMENT**

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
  2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
  3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
  4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
  5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

**X. LITERACY INCENTIVE AID USES**

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

**Legal References:** Minn. Stat. § 120B.1118 (Read Act Definitions)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.123 (Read Act Implementation)  
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)  
Minn. Stat. §124D.68 (Graduation Incentives Program)  
Minn. Stat. § 124D.98 (Literacy Incentive Aid)  
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

**Cross References:** None

MSBA Orig: 7/2023

Adopted: 7/2023

Revised:

## **624 ONLINE INSTRUCTION**

***[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].***

### **I. PURPOSE**

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

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

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

### **III. DEFINITIONS**

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota

Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

#### **IV. DIGITAL INSTRUCTION**

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

#### **V. SUPPLEMENTAL ONLINE COURSES**

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
  - 1. apply to take an online course from a supplemental online course provider that

- meets or exceeds the academic standards of the course in the enrolling district they are replacing;
2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
  3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
1. use an application form specified by MDE;
  2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
  3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
  4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
  5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

## **VI. ENROLLING DISTRICT**

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider

whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
  2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
1. provides information to students and families about supplemental online courses;
  2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
  3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

## **VII. REPORTING**

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

**LEGAL REFERENCES:** Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 124D.03 (Enrollment Options Act)  
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)

Minn. Stat. § 124D.094 (Online Instruction Act)  
Minn. Stat. Ch. 124E (Charter Schools)  
Minn. Rules Ch. 8710 (Teacher and Other School Professional  
Licensing)

**CROSS REFERENCES:**

MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 620 (Credit for Learning)

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

MSBA/MASA Model Policy 708

Orig. 1995

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

Rev. 2023

## **708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS**

***[Note: The obligations stated in this policy are largely governed by statute. A school district may choose to add obligations to the model policy.]***

### **I. PURPOSE**

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

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

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

### **III. ELIGIBILITY**

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.
- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with

school district student bus conduct and student bus discipline policies.

- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

#### **IV. STUDENTS WITH DISABILITIES**

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.

- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A.

**V. APPLICATION OF GENERAL POLICY**

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

**Legal References:**

- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.84 (Policy)
- Minn. Stat. § 123B.86 (Equal Treatment)
- Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
- Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. Ch. 125A (Special Education and Special Programs)
- Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
- Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
- Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
- Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
- Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)
- Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8<sup>th</sup> Cir. 1992)
- Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
- Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
- Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
- Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
- Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
- Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

**Cross References:**

- MSBA/MASA Model Policy 707 (Transportation of Public School Students)
- MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

*Adopted: 12/3/97*

*Independent School District #118 Policy 709*

*Revised: 07/19/01, 04/21/05 04/20/06, 03/15/07,*

*04/09, 03/18/10 10/25/11, 10/22/13, 7/15/14, 2/18, 7/21/2022, 7/10/23*

## **709 STUDENT TRANSPORTATION SAFETY POLICY**

### **I. PURPOSE**

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

### **II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING**

#### **A. School Bus Safety Week**

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

#### **B. Student School Bus Safety Training**

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
  - a. transportation by school bus is a privilege, not a right;
  - b. school district policies for student conduct and school bus safety;
  - c. appropriate conduct while on the bus;
  - d. the danger zones surrounding a school bus;
  - e. procedures for safely boarding and leaving a school bus;
  - f. procedures for safe vehicle lane crossing; and
  - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.

~~8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.~~

~~9.8.~~ The school district shall adopt and make available for public review a curriculum for transportation safety education.

9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

#### C. Active Transportation Safety Training

##### 1. Training required

- a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
  - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
  - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

2. Deadlines.

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
- c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
- d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

- a. The school district may provide active transportation safety training through distance learning.

10. b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities

### **III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR**

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by school district policy 709-2 under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

#### 1. School Bus and Bus Stop Rules

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

## 2. Rules at the Bus Stop

- a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

## 3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

## 4. Consequences

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of

the school district. Parents or guardians will be notified of any warning and/or offense and/or suspension of bus privileges. (See Bus Expectations Flowchart in Appendix A)

#### A. PreKdgn – Grade 12

1<sup>st</sup> Major Referral - Warning

2<sup>nd</sup> Major Referral offense- 1 school-day suspension from riding the bus

3<sup>rd</sup> Major Referral offense- 2 school-day suspension from riding the bus

4<sup>th</sup> Major Referral offense- 3 school-day suspension from riding the bus/meeting with parent

Further major offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

Note: When any student goes 60 transportation days without a report, the student’s consequences may start over at the first offense.

#### B. Other discipline

Minor behaviors will be managed by the Transportation Supervisor. 2 minor behaviors in 1 day or 3 minor behaviors in 1 week constitutes a major referral.

Based on the severity of a student’s conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

#### C. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the school district to the Department of Public Safety in accordance with state and federal law.

#### D. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

#### E. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

#### F. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or

vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

#### **IV. PARENT AND GUARDIAN INVOLVEMENT**

##### **A. Parent and Guardian Notification**

The school district school bus and bus stop rules will be provided to each family.

Parents and guardians are asked to review the rules with their children.

##### **B. Parents/Guardians Responsibilities for Transportation Safety**

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.
8. All elementary students must have an adult present at the location of the bus stop after school. If a parent is not present emergency contacts will be called and arrangements to pick up the student on the bus route will be made with the bus driver. If emergency contacts are not available local law enforcement will be called and student will be kept on the bus. The student will be turned over to law enforcement and social services may be contacted.
9. Parents/Guardians that wish to allow their students to be dropped off at home without a parent present need to sign a liability waiver and have it on file in the front office.
10. Parents must have a written request for their child to be dropped off at another location that is NOT their designated bus stop. The address must be in the attendance area of the school. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes
11. Elementary students that do not ride the bus to school should not arrive before 8:10am. After

8:10 students are dismissed to their classrooms. Students that walk or are dropped off after 8:45am need an adult to sign them in at the front office.

## V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
  2. reckless driving;
  3. improper or erratic traffic lane changes;
  4. following the vehicle ahead too closely;
  5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
  6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
  7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
  8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
  9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.

9.  
~~10.~~

- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.
- G. School bus drivers will enforce all bus safety guidelines and communicate to Transportation Office/School office of any disciplinary actions that need to be addressed.

## **VI. SCHOOL BUS DRIVER TRAINING**

### **A. Training**

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

**[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]**

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

**[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least eight hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]**

## **VII. OPERATING RULES AND PROCEDURES**

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

**[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]**

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

**[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]**

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free when the vehicle is in motion. For purposes of this paragraph, “school bus” has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

#### B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

~~3. Type III vehicles shall be state inspected in accordance with legal requirements. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.~~

~~3.4.~~

~~4.5.~~A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.

~~5.6.~~If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.

~~6.7.~~A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.

~~7.8.~~Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8.9.Type III vehicles must be equipped with mirrors as required by law.

9.10. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10.11. Any type III vehicle used to transport students must carry emergency equipment including:

- a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
- b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
- c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
- d. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
- e. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
- f. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

#### C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
  - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
  - b. The operator's employer, which may include the school district, has adopted, and implemented a policy that provides for annual training and certification of the operator in:

- 1) safe operation of a type III vehicle;
  - 2) understanding student behavior, including issues relating to students with disabilities;
  - 3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
  - 4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
  - 5) handling emergency situations;
  - 6) proper use of seat belts and child safety restraints;
  - 7) performance of pretrip vehicle inspections;
  - 8) safe loading and unloading of students, including, but not limited to:
    - i. utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
    - ii. refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
    - iii. avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
    - iv. placing the type III vehicle in “park” during loading and unloading;
    - v. escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
    - vi. compliance with paragraph V.F. concerning reporting convictions to the employer within ten days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.
- e. The operator’s employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
- g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol- related school bus driver offenses), or whose driver’s license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is

convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.

- h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
  - i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.
  - j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).
  - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.
3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

#### D. Type A-I "Activity" Buses Driven by Employees with Driver's License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
- a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
  - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
  - c. The operator is prohibited from using the eight-light system if the vehicle is so equipped.
  - d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.
  - e. The operator has a valid driver's license and has not sustained a conviction of a

disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).

- f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre- school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
  - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
  3. A school bus operated under this section must bear a current certificate of inspection.
  4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

#### **VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES**

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident). <sup>[SEP]</sup>**[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]**
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
  1. the student's name and address;
  2. the nature of the student's disabilities;
  3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

## **IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS**

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

## **X. SCHOOL TRANSPORTATION SAFETY DIRECTOR**

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

## **XI. STUDENT TRANSPORTATION SAFETY COMMITTEE**

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers,

representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

***Legal References:***

Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)  
Minn. Stat. § 123B.90 (School Bus Safety Training)  
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)  
Minn. Stat. § 123B.935 (Active Transportation Safety Training)  
Minn. Stat. § 144.057 (Background Studies on Licensees & Other Personnel)  
Minn. Stat. Ch. 169 (Traffic Regulations)  
Minn. Stat. § 169.011, Subds. 15, 16 and 71 (Definitions)  
Minn. Stat. § 169.02 (Scope)  
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)  
Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)  
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. § 169.454 (Type III Vehicle Standards)  
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)  
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)  
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)  
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)  
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)  
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)  
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)  
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)  
Minn. Stat. Ch. 245C (Human Services Background Studies)

Minn. Stat. § 609.02 (Definitions)

Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)

49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)

49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)

49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)

49 C.F.R. § 383.5 (Transportation Definitions)

49 C.F.R. § 383.51 (Disqualification of Drivers)

49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Minn. Stat. § 609.02 (Definitions)Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)  
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)  
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)  
49 C.F.R. § 383.5 (Transportation Definitions)

***Cross References:***

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 707 (Transportation of Public Students)  
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

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

MSBA/MASA Model Policy 806

Orig. 1999

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

Rev. 2023

## 806 CRISIS MANAGEMENT POLICY

***[Note: The Commissioner of the Minnesota Department of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]***

### I. PURPOSE

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

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

### II. GENERAL INFORMATION

#### A. The Policy and Plans

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

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

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

***[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]***

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

***[Note: State law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]***

- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including

children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

***[Note: State law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]***

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

***[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]***

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

***[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]***

3. School Emergency Response Teams
  - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

***[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]***

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

### III. PREPARATION BEFORE AN EMERGENCY

#### A. Communication

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

#### B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

***[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]***

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary

emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes, section 121A.035.

***[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]***

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]***

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]***

C. Facility Diagrams and Site Plans

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

***[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]***

***[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]***

D. Emergency Telephone Numbers

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

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

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

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]***

E. Warning and Notification Systems

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

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

F. Early School Closure Procedures

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

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

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]***

G. Media Procedures

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

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]***

H. Behavioral Health Crisis Intervention Procedures

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

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

I. Long-Term Recovery Intervention Procedures

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

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

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]***

**IV. ACTIVE SHOOTER DRILL**

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
  - a. a statistically significant effect on relevant outcomes based on any of the following:
    - i. strong evidence from one or more well designed and well implemented experimental studies;
    - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
    - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
  - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

#### G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and
  - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
  - a. student opportunities for leadership related to prevention and safety;
  - b. encouragement and support to students in establishing clubs and programs focused on safety; and
  - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

#### H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

#### **IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

## **VI. MISCELLANEOUS PROCEDURES**

### A. Chemical Accidents

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

***[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]***

### B. Visitors

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

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

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

***[Note: The Every Student Succeeds Act, 20 United States Code section 6301, et seq.; Title IX, 20 United States Code section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code section 7912, require school districts to establish such transfer procedures.]***

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

**Legal References:**

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

**Cross References:**

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

FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 5/4/2023														
<b>118</b> <= Type in School District Number																		
<b>NORTHLAND COMMUNITY SCHOOLS</b>																		
Calculations for Ten Year Projection				Pay 23	Change only if requiring levy adjustments	Payable 2023 LLC Certification	Current Estimate											
	LLC #	FY 2023	FY 2024	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033					
<b>1</b> Type your district number in cell A2 (Minneapolis = 1.2)																		
<b>2</b> Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b																		
<b>3</b> Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33																		
<b>4</b> Look-up data from following tabs																		
<b>5 Initial Formula Revenue</b>																		
6	Current year APU	57	352.40	354.02	352.70	352.70	352.70	352.70	352.70	352.70	352.70	352.70	352.70					
6a	Additional Pre-K Pupil Units ( line 19 of Pre-K application)			21.00	21.00	21.00	21.00	21.00	21.00	21.00	21.00	21.00	21.00					
6b	Total Adjusted Pupil Units = (6) + (6a)			375.02	373.70	373.70	373.70	373.70	373.70	373.70	373.70	373.70	373.70					
7	District average building age (uncapped)	401	30.53	30.53	31.53	32.53	33.53	34.53	35.53	36.53	37.53	38.53	39.53					
8	Formula allowance		\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00					
9	Building age ratio = (Lesser of 1 or (7) / 35)	402		0.87229	0.90086	0.92943	0.95800	0.98657	1.00000	1.00000	1.00000	1.00000	1.00000					
10	Initial revenue = (6) * (8) * (9)	403	116,810	124,306	127,927	131,985	136,042	140,099	142,006	142,006	142,006	142,006	142,006					
<b>11 Added revenue for Eligible H&amp;S Projects &gt; \$100,000 / site</b>																		
12	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	702		-	-	-	-	-	-	-	-	-	-					
13	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	756		-	-	-	-	-	-	-	-	-	-					
14	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)	701		-	-	-	-	-	-	-	-	-	-					
15	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)	755		-	-	-	-	-	-	-	-	-	-					
16a	Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab			-	-	-	-	-	-	-	-	-	-					
16b	New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue			-	-	-	-	-	-	-	-	-	-					
17	Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b)	767		-	-	-	-	-	-	-	-	-	-					
18	Pay as you go revenue for eligible new H&S projects > \$100,000 / site	405		-	-	-	-	-	-	-	-	-	-					
19	Total additional revenue for eligible H&S projects >\$100,000 / site (12) - (13) + (14) -(15) + (17) + (18)	406		-	-	-	-	-	-	-	-	-	-					
<b>Added revenue for Pre-K remodeling (for VPK approvals only)</b>																		
20a	Net debt service for bonds approved for Pre-K remodeling	768		-	-	-	-	-	-	-	-	-	-					
20b	Pay as you go for projects approved for Pre-K remodeling	407		-	-	-	-	-	-	-	-	-	-					
20c	Total Pre-K revenue			-	-	-	-	-	-	-	-	-	-					
20d	<b>Total New Law Revenue (10) + (19) + (20c)</b>	408		124,306	127,927	131,985	136,042	140,099	142,006	142,006	142,006	142,006	142,006					








Division of School Finance  
400 NE Stinson Blvd  
Minneapolis, MN 55413

**Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund**

**Instructions:** Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in

District Info.	Enter Information	District Info.	Enter Information
District Name:	<b>Northland Community Schools</b>	Date:	<b>6/30/2023</b>
District Number:	<b>118</b>	Email:	<b>lbacklund@arcc.org</b>
District Contact Name:	<b>Lori Backlund</b>		
Contact Phone #	<b>810-919-3368</b>		

Expenditure Categories		Fiscal Year (FY) Ending June 30							
		2023 (base year)	2024	2025	2026	2027	2028	2029	2030
<b>Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.</b>									
<b>Finance Code</b>	<b>Category (1)</b>								
347	Physical Hazards	\$5,520	\$7,620	\$8,000	\$8,000	\$8,000	\$8,000	\$10,000	\$10,000
349	Other Hazardous Materials	\$0	\$5,450	\$5,500	\$5,500	\$5,500	\$5,700	\$5,700	\$5,700
352	Environmental Health and Safety Management	\$6,750	\$13,000	\$8,000	\$8,000	\$8,000	\$8,000	\$14,000	\$9,000
358	Asbestos Removal and Encapsulation	\$0	\$3,580	\$0	\$0	\$4,000	\$0	\$0	\$5,000
363	Fire Safety	\$7,800	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$11,000	\$11,000
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Health and Safety Capital Projects</b>	<b>\$20,070</b>	<b>\$39,650</b>	<b>\$31,500</b>	<b>\$31,500</b>	<b>\$35,500</b>	<b>\$31,700</b>	<b>\$40,700</b>	<b>\$40,700</b>
<b>Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year</b>									
<b>Finance Code</b>	<b>Category (2)</b>								
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Health and Safety Capital Projects \$100,000 or More</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151</b>									
<b>Finance Code</b>	<b>Category 3 (a)</b>								
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Remodeling for Approved Voluntary Pre-K Projects</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Remodeling for Gender-Neutral Single-User Restrooms</b>									
<b>Finance Code</b>	<b>Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025</b>								
<b>UFARS Coding Pending</b>	Remodeling for gender-neutral single user restroom per site.	\$0	\$0	\$5,000	\$0	\$0	\$0	\$0	\$0
	<b>Total Remodeling for Gender-Neutral Single User Projects</b>	<b>\$0</b>	<b>\$0</b>	<b>\$5,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Accessibility</b>									
<b>Finance Code</b>	<b>Category (4)</b>								
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Accessibility Projects</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Deferred Capital Expenditures and Maintenance Projects</b>									
<b>Finance Code</b>	<b>Category (5)</b>								
368	Building Envelope	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$34,800	\$0	\$0	\$0	\$0	\$0	\$0
370	Electrical	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$0	\$26,000	\$0	\$0	\$0	\$0	\$0	\$0
380	Mechanical Systems	\$21,965	\$69,400	\$0	\$0	\$0	\$0	\$0	\$0
381	Plumbing	\$0	\$3,300	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$9,000	\$0	\$0	\$0	\$0	\$0	\$0
384	Site Projects	\$0	\$212,500	\$50,000	\$50,000	\$0	\$0	\$0	\$0
	<b>Total Deferred Capital Expense and Maintenance</b>	<b>\$21,965</b>	<b>\$365,000</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Annual 10-Year Plan Expenditures</b>		<b>\$42,035</b>	<b>\$404,650</b>	<b>\$86,500</b>	<b>\$81,500</b>	<b>\$35,500</b>	<b>\$31,700</b>	<b>\$40,700</b>	<b>\$40,700</b>

		Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		<b>06 Projects Only</b>		ED - 02478-09	
<b>Instructions:</b> Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota cells provided.							
<b>District Info.</b>		<b>Enter Information</b>					
District Name:		Northland Community Schools					
District Number:		118					
District Contact Name:		Lori Backlund					
Contact Phone #		810-919-3368					
<b>Expenditure Categories</b>							
		<b>2031</b>		<b>2032</b>		<b>2033</b>	
Health and Safety - this section excludes project costs in <b>Category 2</b> of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.							
<b>Finance Code</b>		<b>Category (1)</b>					
347		Physical Hazards					
349		Other Hazardous Materials					
352		Environmental Health and Safety Management					
358		Asbestos Removal and Encapsulation					
363		Fire Safety					
366		Indoor Air Quality					
		<b>Total Health and Safety Capital Projects</b>					
		\$35,700		\$35,700		\$41,700	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year							
<b>Finance Code</b>		<b>Category (2)</b>					
358		Asbestos Removal and Encapsulation					
363		Fire Safety					
366		Indoor Air Quality					
		<b>Total Health and Safety Capital Projects \$100,000 or More</b>					
		\$0		\$0		\$0	
Remodeling for <b>Approved Voluntary Pre-K</b> under Minnesota Statutes, section 124D.151							
<b>Finance Code</b>		<b>Category 3 (a)</b>					
355		Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.					
		\$0		\$0		\$0	
		<b>Total Remodeling for Approved Voluntary Pre-K Projects</b>					
		\$0		\$0		\$0	
Remodeling for Gender-Neutral Single-User Restrooms							
<b>Finance Code</b>		<b>Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025</b>					
UFARS Coding Pending		Remodeling for gender-neutral single user restroom per site.					
		\$0		\$0		\$0	
		<b>Total Remodeling for Gender-Neutral Single User Projects</b>					
		\$0		\$0		\$0	
Accessibility							
<b>Finance Code</b>		<b>Category (4)</b>					
367		Accessibility					
		\$0		\$0		\$0	
		<b>Total Accessibility Projects</b>					
		\$0		\$0		\$0	
Deferred Capital Expenditures and Maintenance Projects							
<b>Finance Code</b>		<b>Category (5)</b>					
368		Building Envelope					
369		Building Hardware and Equipment					
370		Electrical					
379		Interior Surfaces					
380		Mechanical Systems					
381		Plumbing					
382		Professional Services and Salary					
383		Roof Systems					
384		Site Projects					
		<b>Total Deferred Capital Expense and Maintenance</b>					
		\$0		\$0		\$0	
		<b>Total Annual 10-Year Plan Expenditures</b>					
		\$35,700		\$35,700		\$41,700	



## Fiscal Year (FY) 2025 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

**General Information:** Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2022, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2023. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

### Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
---	---------------------------	-----------------

### Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2025 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2025 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2022]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2022]). ***The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

### Certification of Statement of Assurances

Signature – <b>Must be signed</b> by Superintendent or Cooperative Unit Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
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**ISD#118 Northland Community Schools**

316 Main Street East ~ Remer, MN 56672  
www.isd118.k12.mn.us

Mary Yakibchuk  
~ Superintendent ~  
218-566-2351  
Fax: 218-566-2053  
myakibchuk@isd118.org

EXTRACT OF MINUTES OF MEETING OF THE SCHOOL BOARD  
OF INDEPENDENT SCHOOL DISTRICT NO. 118  
REMER, MINNESOTA  
HELD JULY 19, 2023

Pursuant to due call and notice thereof, a special meeting of the School Board of Independent School District #118, Northland Community Schools, was held in said school district on July 19, 2023 at 5:30 p.m.

The following members were present: \_\_\_\_\_

And the following members were absent: \_\_\_\_\_

Member \_\_\_\_\_ made the motion to approve the resolution to approve the Fiscal Year 2025 Long-Term Facilities Expenditure Plan and Revenue Projection.

**Resolution Stating the Intention of the  
School Board to Approve the FY25 LTFM Plan**

BE IT RESOLVED by the School Board of Independent School District No. 118, State of Minnesota, approves the district's Long Term Facilities Maintenance Plan. The Board will follow the LTFM Legislation as follows:

1. The district will maintain and implement a health and safety program that complies with regulations.
2. The district will maintain an indoor air quality management program.
3. As outlined in the LTFM plan, the district intends to use the dollars in a pay-as-you-go format.

The District further covenants to comply with all procedures now or hereafter established by the Minnesota Department of Education pursuant to Minnesota Statutes, Section 123B and otherwise to take such actions as necessary to comply with that statute. The chair, clerk or superintendent is authorized to execute any applicable Minnesota Department of Education forms.

The motion was seconded by Member \_\_\_\_\_

The following voted in favor: \_\_\_\_\_

And the following voted against: \_\_\_\_\_

Whereupon said motion was declared duly passed and adopted.

\_\_\_\_\_  
ISD 118 School Board Clerk

*ISD #118 is an Equal Opportunity Employer*

ISD #118 does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, familial status, religion, creed, gender, marital status, genetic information, or receipt of public assistance in admission, access to, or treatment or employment in its programs and activities.

**Northland Community Schools  
Independent School District #118  
Remer, Minnesota**

**MEMORANDUM OF EMPLOYMENT  
2023-2025**

An Agreement is made this 20<sup>th</sup> day of June, 2023, between Independent School District No. 118, Remer, Minnesota, hereafter called the party of the first part and **Tina Anderson**, hereafter called the party of the second part.

The party of the second part agrees to perform the prescribed duties of **Executive Secretary to the Superintendent (Executive Secretary)** as directed by the Superintendent of Schools, or his/her designated representative and the Board of Education for the period beginning July 1, 2023 through June 30, 2025 unless the party of the second part is terminated before June 30, 2025. The position of Executive Secretary is subject to the provisions of the Northland Community Schools Employee Handbook and School Board policy.

**2023-2024**

(\$19.38 per hour) 8 hours per day (2080 hours)	\$40,310.40
Insurance Benefit (For Health and Dental Insurance through the District)	\$7400
LTD (up to \$15.11 per month)	\$105.77
457 District Match	\$600
HSA Contribution*	\$1000

**2024-2025**

(\$19.76 per hour) 8 hours per day (2080 hours)	\$41,100.80
Insurance Benefit (For Health and Dental Insurance through the District)	\$7400
LTD (up to \$15.11 per month)	\$105.77
457 District Match	\$600
HSA Contribution*	\$1000

Hours of Service: 8 hours per day, 5 days per week including a working lunch. This position includes additional duties outside the normal work day that are required by the position, including attendance at School Board meetings for the purpose of taking minutes. The Executive Secretary will clock in and out for all work done for the district. A regular schedule will be approved by the Superintendent.

Overtime: Time and a half will be paid for all hours worked over 40 hours in any work week. The Executive Secretary will get permission from the Superintendent before working overtime.

Snow days: When the district is closed due to inclement weather during the school year the Executive Secretary shall be allowed to work from home or at school upon permission from the Superintendent or use a vacation or personal day.

Vacation

- 8 days of paid vacation per year
- Up to 3 vacation days can be carried over each year but must be used within 6 months after the end of the year or the executive secretary may request payment for those unused vacation days.

Leave

- 15 days per year sick leave, accumulated to 110 days.
- Illness of family members: Employee may use sick days for the illness or injury of a family member for reasonable periods of time as the employee's attendance may be necessary. Definition of immediate family is: spouse, children, grandchildren, mother, father, mother-in-law, father-in-law, and siblings. Such days are to be deducted from sick leave
- Up to 4 days per year for emergency leave, at the discretion of Superintendent, to be deducted from sick leave.
- Up to 3 days per year of bereavement leave for each death in the immediate family. Definition of immediate family is: spouse, children, grandchildren, mother, father, mother-in-law, father-in-law, and siblings. These days must be used within 4 weeks of the death, but do not need to be used consecutively. Such days are deducted from sick leave.
- Up to 4 personal days per year, not deducted from sick leave.

Other Benefits

- Staff Development – the district shall pay for expenses associated with staff development programs such as in-services, conferences, conventions and workshops in Minnesota with prior approval by the Superintendent. Expenses covered include registration fees, parking, meals, materials, mileage and lodging.
- 11 paid holidays (8 hours per day): July 4, Labor Day, Thanksgiving, Friday after Thanksgiving, Christmas Eve Day, Christmas Day, New Years Eve Day, New Years Day, Good Friday, Memorial Day, Juneteenth

\_\_\_\_\_  
Tina Anderson

\_\_\_\_\_  
Board Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Clerk

**Northland Community Schools  
Independent School District #118  
Remer, Minnesota**

**Notice of Assignment  
2023-2025**

An Agreement is made this 22nd day of June between **Independent School District No. 118**, Remer, Minnesota, hereafter called the party of the first part and **Jennifer Welk**, hereafter called the party of the second part.

The party of the second part agrees to perform the prescribed duties of **Community Education Program Coordinator for ISD #118** as directed by the Superintendent of Schools, or his/her designated representative and the Board of Education from July 1, 2023 through June 30, 2025.

**2023-2024**

28 hours per week (1456 hours) @ \$17.98	\$26,178.88
Insurance Benefit \$303.33 per month (for Health or Dental Insurance- must be one of the District plans – or Life insurance up to \$50,000 policy)	\$3,639.96

**2024-2025**

28 hours per week (1456 hours) @ \$18.33	\$26,688.488
Insurance Benefit \$303.33 per month (for Health or Dental Insurance- must be one of the District plans – or Life insurance up to \$50,000 policy)	\$3,639.96

In addition, the School District will make a matching contribution each year to a 403(b) according to the following schedule:

Credited Years of Service in the District	Maximum Matching Contribution per year	Employee Contribution
0-4	\$200.00	\$200.00
5-9	\$400.00	\$400.00
10-14	\$600.00	\$600.00
15-19	\$800.00	\$800.00
20+ (25-year District max)	\$1000.00	\$1000.00

**Benefits:**

Sick Leave:

- 2 days per year
- Illness of immediate family members: Employee may use sick days for the illness or injury of an immediate family member for reasonable periods of time as the employee’s attendance may be necessary. Definition of immediate family is

spouse, children, grandchildren, mother, father, mother-in-law, father-in-law, and siblings. Such days are to be deducted from sick leave

**Bereavement Leave:**

- 1 day per year for each death in the immediate family. The definition of immediate family is spouse, children, grandchildren, mother, father, mother-in-law, father-in-law, and siblings. This day must be used within 4 weeks of the death. This day is not deducted from sick leave.

**Vacation:**

- 2 days per year (16 hours) of paid vacation with no carryover.

**Staff Development:**

- The district shall pay for expenses associated with staff development programs such as in-services, conferences, conventions and workshops in Minnesota with prior approval by the Superintendent. Expenses covered include registration fees, parking, meals, materials, mileage and lodging.

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Jennifer Welk

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Board Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Clerk