



## Board of Education Big Lake School District #727 Regular Meeting

### Mission Statement

Our mission is to challenge, educate, & inspire all students  
to reach their highest level of achievement in  
academics, athletics, & the arts.

**Thursday, February 22, 2024**  
**6:30 PM**  
**Middle School Student Center**  
**601 Minnesota Ave**  
**Big Lake, MN 55309**

<b>I. Call to Order</b>	
Chair, Tonya Reasoner	
<b>II. Roll Call</b>	
Chair, Tonya Reasoner	
<b>III. Approve Agenda</b>	
Chair, Tonya Reasoner	
<b>IV. Pledge of Allegiance</b>	
Chair, Tonya Reasoner	
<b>V. Open Forum</b>	<b>3</b>
Chair, Tonya Reasoner	
<b>VI. Consent Agenda</b>	
Chair, Tonya Reasoner	
<b>A. Previous Minutes</b>	<b>4</b>
Minutes from the January 25, 2024 Regular Meeting and the January 29, 2024 Work Session	
<b>B. Claims and Accounts</b>	<b>9</b>
Claims and Accounts for the month of February	
<b>C. Credit Card Report</b>	<b>23</b>
<b>D. Personnel</b>	<b>27</b>
<b>E. Final Reading and Approval of Policies</b>	<b>28</b>
508 Extended School Year for Certain Students with Individualized Education Programs, 509 Enrollment of Nonresident Students, 518 DNR-DNI Orders, 523 Policies Incorporated by Reference, 601 School District Curriculum and Instruction Goals, 603 Curriculum Development, 621 Literacy and the Read Act	
REMOVE: 631 Student Learning Program and Services	
<b>VII. Donations</b>	<b>50</b>
Chair, Tonya Reasoner	
<b>VIII. Financial Report</b>	<b>51</b>
Director of Business Services, Angie Manuel	
January report will be presented.	
<b>IX. American Indian Parent Advisory Committee Annual Update</b>	<b>66</b>
Director of American Indian Education, Ben Bonnett and American Indian Education Coordinator, Jamie Randall	
<b>X. Elementary Science Curriculum Presentation and Adoption</b>	<b>75</b>
Assistant Superintendent of Teaching and Learning, Minda Anderson	
<b>XI. Winter Data Dashboard</b>	<b>105</b>
Assistant Superintendent of Teaching and Learning, Minda Anderson	
<b>XII. Bid Presentation and Acceptance for Liberty Elementary School and Big Lake High School Parking Lot Improvements</b>	<b>118</b>
Director of Buildings and Grounds, TJ Zerwas	
<b>XIII. 2024-2025 Staffing</b>	<b>121</b>
Superintendent, Tim Truebenbach	

**XIV. First Reading of Policies**

122

Superintendent, Tim Truebenbach  
206 Public Participation in School Board Meetings, Complaints about Persons at School Board Meetings and Data Privacy Considerations; 410 Family Medical and Leave; 416 Drug and Alcohol Testing; 416A Forms; 506b Form Procedures for Removal of Students from Class; 513 Student Promotion, Retention, and Program Design; 521 Student Disability Nondiscrimination  
REMOVE: 633 School Admission

**XV. School Board Committee/Representative Updates**

A. Finance Committee

Treasurer, Amber Sixberry

B. Policy Committee

Chair, Tonya Reasoner

C. Buildings and Grounds Committee

Board Member, Lenette Brown

D. School Board Representatives

**XVI. Student Representative Report**

Student Representative, Grace John

**XVII. School Board Recognition**

Superintendent, Tim Truebenbach

**XVIII. Superintendent Report**

Superintendent, Tim Truebenbach

A. Cabinet Department Update

**XIX. Adjournment**

Chair, Tonya Reasoner

**Strategic Plan Focus Areas**

Student Support

Staff Support

Family & Community Engagement



# OPEN FORUM

*An open forum is scheduled during the beginning of each regular School Board meeting to allow district residents the opportunity to address the Board.*

**If you would like to address the Board, please fill out a slip with your name and address, and provide to the Chair prior to the meeting start time.**

**The guidelines for open forum are as follows:**

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1. Speakers must state their name
2. Each speaker will be provided three minutes
3. No action can be taken unless the matter addressed is formally on the agenda
4. Speaker will not make negative comments regarding any employee of the District
5. The Board Chair can end the Open Forum at any time
6. Please note that data privacy laws do not allow for any matters concerning individual employees or students to be discussed

INDEPENDENT SCHOOL DISTRICT 727  
BIG LAKE, MINNESOTA  
SHERBURNE COUNTY

Minutes of the Regular Meeting  
January 25, 2024  
6:30 PM

- I. **CALL TO ORDER**  
The regular meeting of the Board of Education of Independent School District No. 727, Big Lake Schools, was called to order on January 25, 2024 at 6:33 PM in the Middle School Student Center by Chair Reasoner.
  
- II. **ROLL CALL**  
The following Board members were present: Mr. Tony Scales, Ms. Amber Sixberry, Ms. Tonya Reasoner, Ms. Ashley Schabilion, Mr. Derek Nelson—left at 7:08 PM, and Student Representative Grace John. Absent: Ms. Lenette Brown.
  
- III. **APPROVE AGENDA**  
A motion was made by Scales seconded by Nelson to approve the agenda.  
The motion carried 5-0.
  
- IV. **PLEDGE OF ALLEGIANCE**  
Chair Reasoner and the Board led the Pledge of Allegiance.
  
- V. **SCHOOL BOARD STUDENT REPRESENTATIVE REPORT**  
School Board Student Representative, Grace John, gave her monthly report to the board.
  
- VI. **OPEN FORUM**  
No participants
  
- VII. **CONSENT AGENDA**  
A motion was made by Sixberry seconded by Schabilion to approve the following:
  - A. **PREVIOUS MINUTES** from the December 14, 2023 Truth in Taxation Hearing, the December 14, 2023 regular meeting, the January 10, 2024 Organizational Meeting, and the January 10, 2024 work session
  - B. **CLAIMS AND ACCOUNTS** for the month of January in the amount of \$2,007,254.79 checks 104591-104819
  - C. **CREDIT CARD REPORT**
  - D. **PERSONNEL**

January 2024 Personnel				
Employee (Last, First Name)	Position	Building	Effective Date	Action Type
Greene, Michael	Head Coach Boys Soccer	High School	08/12/2024	New Hire
Randall, Jamie	American Indian Education Coordinator	High School	01/08/2024	New Hire
Johnson, Jeannette	Maintenance Supervisor	Middle School	01/02/2024	Transfer
Dertinger, Carolyn	Program Secretary	High School	01/19/2024	Resignation
Erickson, Jeremy	School Monitor	Independence	01/08/2024	New Hire
Buzzelli, Randi	Health Assistant: Summer	Independence	06/10/2024	New Hire
Stukenholtz, Ryker	Assistant Coach Boys Basketball	High School	11/20/2023	New Hire
O'Brien, Melissa	LTS Office Assistant	Independence	01/16/2024	New Hire
Rodriguez, Aysha	School Monitor	Independence	01/15/2024	New Hire
Perez, Olga	Custodian	Liberty	01/15/2024	Termination

Sundberg, Charlie	Assistant Coach - Dance	High School	10/23/2023	New Hire
Daleiden, Shaina	Counseling Admin Assistant	High School	02/19/2024	New Hire
Brenteson, Gwen	HR Consultant	Districtwide	02/05/2023	Resignation

- E. FINAL READING AND APPROVAL OF POLICIES  
506 Student Discipline; 709 Student Transportation Safety Policy; 806 Crisis Management; 807 Health and Safety
- F. MOU: Alternative Teacher Professional Pay System
- G. MOU: Earned Sick and Safe Time (ESST) Leave

The motion carried 5-0.

### VIII. DONATIONS

A motion was made by Reasoner seconded by Nelson to approve the following donations:

Donor	Item	Designated Purpose (if any)
Anonymous	Eight large containers of new toys valued at \$1,000.00	Families in need at Liberty
Eddy Family Foundation	\$1,000.00	Help fund Community Education programs
Big Lake Spud Fest	\$1,000.00	Purchase health and safety supplies
Big Lake Spud Fest	\$24,250.00	\$8,250.00 Community Education programs; \$5,000.00 Kids Clubs programs; \$5,000.00 High School Musical; \$6,000.00 Early Childhood Family Education programs
American Legion Post 147	\$1,000.00	High School Musical
Big Lake Lions	\$100.00	High School Musical
Old National Bank	\$500.00	Senior Scholarship
Lacrosse Booster Club	\$1,600.00	Boys/Girls Lacrosse Hudl

The motion carried 5-0.

### IX. PUBLIC COMMENT AND RESOLUTION AUTHORIZING RENEWAL OF EXPIRING REFERENDUM REVENUE

Director of Business Services, Angie Manuel, presented the resolution. Chair Reasoner gave the public a chance to speak asking once, twice, and a third time. No public comments. A motion was made by Nelson seconded by Scales to approval the following resolution:

#### **RESOLUTION AUTHORIZING THE RENEWAL OF AN EXPIRING REFERENDUM REVENUE AUTHORIZATION**

BE IT RESOLVED by the School Board (the “Board”) of INDEPENDENT SCHOOL DISTRICT NO. 727 (Big Lake Public Schools), Sherburne County, Minnesota (the “District”), as follows:

1. Background. It is hereby determined that:

(a) Minnesota Statutes, Section 126C.17, subdivision 9b (“Subdivision 9b”), states that a school board may renew an expiring referendum revenue authorization without an election by adopting a written resolution authorizing the renewal, provided that the expiring referendum has not been previously renewed under Subdivision 9b, the term of the renewed referendum is no longer than the initial term approved by the voters, the expiring referendum is within the last two fiscal years of the term of the referendum, and the per pupil amount of the renewed referendum is the same as the amount expiring referendum, or for an expiring referendum that was adjusted annually by the rate of inflation, the same as the per-pupil amount of the expiring referendum, adjusted annually for inflation in the same manner as if the expiring referendum had continued.

(b) At a duly called and regularly held special election on November 3, 2015, District voters approved a referendum revenue authorization for a term of 10 years, commencing with taxes payable in 2016. The additional revenue from the referendum revenue authorization has been used to finance school operations. The referendum revenue authorization is scheduled to expire after taxes payable in 2025 (the “Expiring Referendum”).

(c) On January 25, 2024, the Board convened a regular meeting for the purpose, of discussing the proposed

renewal of the Expiring Referendum in accordance Subdivision 9b and allowing public testimony on the proposed renewal.

(d) The Expiring Referendum has not been previously renewed under Subdivision 9b.

2. Authorization of Renewal. The Board hereby determines and declares that it is necessary and expedient for the District to renew the Expiring Referendum in the same per pupil amount as is current in the Expiring Referendum. The additional revenue from the renewed referendum revenue authorization will be used to finance school operations. The renewed referendum revenue authorization will be applicable for 10 years beginning with taxes payable 2026, unless otherwise revoked or reduced as provided by law.

3. Notice of Renewed Referendum Revenue Authorization. The Clerk is hereby authorized and directed to submit a copy of this resolution to the Commissioner of Education and the county auditor of each county in which the District is located in whole or in part as soon as practicable, but not later than September 1 of the calendar year in which resolution is adopted.

4. Effective Date. Pursuant to Subdivision 9b, this resolution becomes effective 60 days after its adoption.

After a roll call vote, the motion carried 5-0.

X. LACROSSE UNIFORM AND MASCOT APPROVAL

A motion was made by Schabilion seconded by Nelson to approve the uniforms and mascot as presented.

The motion carried 5-0.

XI. PCN GRANT UPDATE

PCN Grant Coordinator, Sara Pundsack, along with some students from EPIC presented the board with an update.

XII. FINANCIAL REPORT

Director of Business Services, Angie Manuel, presented the financial report for December. A motion was made by Scales seconded by Reasoner to approve the financial report and budget revisions as presented.

The motion carried 4-0.

XIII. BID PRESENTATION AND ACCEPTANCE FOR LIBERTY ELEMENTARY MEDIA CENTER RENOVATIONS PROJECT

Buildings and Grounds Director, TJ Zerwas, reviewed the bids and asked the board to approve the base bid of \$1,048,000.00 with alternate number 2 of \$16,200.00 for a total of \$1,064,200.00 from Ebert Companies. A motion was made by Reasoner seconded by Scales to approve the bids as presented.

The motion carried 4-0.

XIV. LIBERTY PRESENTATION

Liberty Principal, Teresa Smock-Potter, and Teacher, Maggie Kingsbury, presented to the board on Transitional Kindergarten.

XV. MTSS PRESENTATION

Assistant Superintendent of Teaching and Learning, Minda Anderson, presented to the board.

XVI. SECOND READING OF POLICIES

508 Extended School Year for Certain Students with Individualized Education Programs, 509 Enrollment of Nonresident Students, 518 DNR-DNI Orders, 523 Policies Incorporated by Reference, 601 School District Curriculum and Instruction Goals, 603

Curriculum Development, 621 Literacy and the Read Act  
REMOVE: 631 Student Learning Program and Service

XVII. SCHOOL BOARD REPRESENTATIVE UPDATES

Sixberry gave an update on Wright Tech; Superintendent Truebenbach gave a summary of the Joint Powers Meeting

XVIII. SUPERINTENDENT REPORT

Superintendent Truebenbach gave his monthly update to the board.

- a. Cabinet Department Update—Buildings and Grounds Director, TJ Zerwas, gave an update on current and future projects.

XIX. ADJOURNMENT

A motion was made by Reasoner seconded by Sixberry to adjourn the meeting. The meeting was adjourned at 8:04 PM.

The motion carried 4-0.

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Clerk, Lenette Brown  
Approved February 22, 2024

INDEPENDENT SCHOOL DISTRICT 727  
BIG LAKE, MINNESOTA  
SHERBURNE COUNTY

Minutes of the Work Session  
January 29, 2024  
5:30 PM

I. CALL TO ORDER

The Work Session of the Board of Education of Independent School District No. 727, Big Lake Schools was called to order on January 29, 2024 at 5:45 PM, in the Independence Elementary STEM Community Room, by Chair Reasoner.

II. ROLL CALL

The following Board members were present: Ms. Amber Sixberry, Ms. Tonya Reasoner, Ms. Lenette Brown, Ms. Ashley Schabilion, and Mr. Derek Nelson—arrived at 5:57 PM. Absent: Mr. Tony Scales.

III. CONTINUE DISCUSSION ON SURVEY RESULTS

Superintendent Truebenbach, Director of Business Services, Angie Manuel, and Matthew Hammer from Ehlers presented different options and scenarios regarding a possible referendum.

IV. CLOSED SESSION FOR SUPERINTENDENT MID-YEAR EVALUATION

Chair Reasoner read a statement for having a closed meeting after adjournment.

V. ADJOURNMENT

A motion was made by Nelson seconded by Brown to adjourn the meeting. The meeting was adjourned at 7:23 PM.

The motion carried 5-0.

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Clerk, Lenette Brown  
Approved February 22, 2024

# Big Lake Public Schools, ISD #727

## Payment Reg by Check-No Voids

Payment Date Range: 7/1/2023 - 2/29/2024

Bank	Check No	Ty	Grp	Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description	
001	104820	CH	1	13156	ALLEY, NICOLE	02/02/2024	\$135.00	157092	E 11 300 296 122 000 305	JV/V GYMNASTICS OFFICIAL VS BECKE	
<b>Check Total:</b>							<b>\$135.00</b>				
001	104821	CH	1	13465	ANDERSON, JULIE	02/02/2024	\$1,029.00	157088	E 04 500 565 080 321 305	POUND, BEGINNER WORKOUT	
<b>Check Total:</b>							<b>\$1,029.00</b>				
001	104822	CH	1	08379	APPLE INC.	02/02/2024	\$500.00	157090	E 01 005 630 000 000 506	VPP - Apps and Books Credit for Educator	
001	104822	CH	1	08379	APPLE INC.	02/02/2024	\$558.00	157091	E 12 100 411 000 372 466	iPads (2) 10.2 in 64 GB	
<b>Check Total:</b>							<b>\$1,058.00</b>				
001	104823	CH	1	13853	BERG, MIKAELA	02/02/2024	\$135.00	157093	E 11 300 296 122 000 305	JV/V GYMNASTICS OFFICIAL VS BECKE	
<b>Check Total:</b>							<b>\$135.00</b>				
001	104824	CH	1	05041	BROUGH, ANTHONY J	02/02/2024	\$135.00	157094	E 11 300 296 122 000 305	JV/V GYMNASTICS OFFICIAL VS BECKE	
<b>Check Total:</b>							<b>\$135.00</b>				
001	104825	CH	1	13348	BUSINESS ESSENTIALS	02/02/2024	\$3,478.40	157095	E 01 300 211 000 000 401	WHITE COPY PAPER BOI1900	
<b>Check Total:</b>							<b>\$3,478.40</b>				
001	104826	CH	1	12904	CAPTIVATE MEDIA + CONSULTING	02/02/2024	\$3,675.00	157097	E 01 005 107 000 000 305	50% FINAL PAYMENT BL ONLINE VIDEO	
<b>Check Total:</b>							<b>\$3,675.00</b>				
001	104827	CH	1	02684	CENTENNIAL SCHOOLS ISD #12	02/02/2024	\$106.67	157109	E 01 998 211 000 000 390	AW INTERIUM BILLING	
<b>Check Total:</b>							<b>\$106.67</b>				
001	104828	CH	1	03184	CENTERPOINT ENERGY	02/02/2024	\$382.41	157096	E 01 201 810 000 000 330	MS SCHOOL FIRM GAS DECEMBER 202	
001	104828	CH	1	03184	CENTERPOINT ENERGY	02/02/2024	\$3,813.75	157096	E 01 201 810 000 000 330	MS SCHOOL INT GAS DECEMBER 2023	
001	104828	CH	1	03184	CENTERPOINT ENERGY	02/02/2024	\$4,906.85	157096	E 01 100 810 000 000 330	INDY INT GAS DECEMBER 2023	
001	104828	CH	1	03184	CENTERPOINT ENERGY	02/02/2024	\$124.19	157096	E 01 300 810 000 000 330	HS FIRM GAS DECEMBER 2023	
001	104828	CH	1	03184	CENTERPOINT ENERGY	02/02/2024	\$9,207.47	157096	E 01 300 810 000 000 330	HS SCHOOL INT GAS DECEMBER 2023	
001	104828	CH	1	03184	CENTERPOINT ENERGY	02/02/2024	\$153.17	157096	E 01 100 810 000 000 330	INDY FIRM #2 GAS DECEMBER 2023	
001	104828	CH	1	03184	CENTERPOINT ENERGY	02/02/2024	\$463.09	157096	E 01 100 810 000 000 330	INDY FFIRM #1 GAS DECEMBER 2023	
<b>Check Total:</b>							<b>\$19,050.93</b>				
001	104829	CH	1	01038	CITY OF BIG LAKE	02/02/2024	\$500.00	157115	E 01 300 790 000 699 303	MUSIC IN THE PARK 2024 SPONSORSH	
<b>Check Total:</b>							<b>\$500.00</b>				
001	104830	CH	1	04944	DOMINO'S PIZZA	02/02/2024	\$1,353.82	157118	E 11 300 298 000 000 490	HS CONCESSIONS	
<b>Check Total:</b>							<b>\$1,353.82</b>				
001	104831	CH	1	01644	IND. SCHOOL DISTRICT 877	02/02/2024	\$5,320.00	157098	E 01 300 211 000 000 390	WRIGHT CHOICE-1ST SEMESTER	
<b>Check Total:</b>							<b>\$5,320.00</b>				
001	104832	CH	1	06452	INDUSTRIAL ARTS SUPPLY COMPANY	02/02/2024	\$137.87	157116	E 01 300 361 000 830 433	PO 32417 99M EXTRUDER NOZZLE	

# Big Lake Public Schools, ISD #727

## Payment Reg by Check-No Voids

Payment Date Range: 7/1/2023 - 2/29/2024

Bank	Check No	Ty	Grp Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001	104832	CH	1 06452	INDUSTRIAL ARTS SUPPLY COMPANY	02/02/2024	\$1,710.60	157117	E 01 300 361 000 830 433	PO 32123 HS SHOP SUPPLIES
<b>Check Total:</b>						<b>\$1,848.47</b>			
001	104833	CH	1 13130	LMNO DESIGN CO LLC	02/02/2024	\$37.52	157099	E 01 300 790 000 699 366	MILEAGE
001	104833	CH	1 13130	LMNO DESIGN CO LLC	02/02/2024	\$1,416.00	157100	E 01 300 790 000 699 303	PCN MEDIA CONSULTANT JANUARY 202
<b>Check Total:</b>						<b>\$1,453.52</b>			
001	104834	CH	1 13220	RUMPCA-BARRETT, JOELYN	02/02/2024	\$650.00	157101	E 04 500 570 000 321 305	JANUARY 5TH-15TH CPR, AED & FIRST.
<b>Check Total:</b>						<b>\$650.00</b>			
001	104835	CH	1 12068	THE WATSON COMPANY, INC.	02/02/2024	\$848.14	157119	E 11 300 298 000 000 490	HS CONCESSIONS
<b>Check Total:</b>						<b>\$848.14</b>			
001	104836	CH	1 04148	VIKING COCA-COLA BOTTLING CO	02/02/2024	\$767.15	157104	E 11 300 298 000 000 490	HS CONCESSIONS
001	104836	CH	1 04148	VIKING COCA-COLA BOTTLING CO	02/02/2024	\$691.50	157120	E 11 300 298 000 000 490	HS CONCESSIONS
<b>Check Total:</b>						<b>\$1,458.65</b>			
001	104837	CH	1 13826	WHICHPOND MUSIC	02/02/2024	\$10.00	157106	E 01 300 258 000 000 430	Dance of the Swans Flute/Clarinet/Sax Tric
<b>Check Total:</b>						<b>\$10.00</b>			
001	104838	CH	1 01240	WRIGHT TECHNICAL CENTER	02/02/2024	\$9,070.37	157105	E 01 797 203 000 303 390	TARGETED SERVICES K-8 SUMMER 202
001	104838	CH	1 01240	WRIGHT TECHNICAL CENTER	02/02/2024	\$4,280.22	157107	E 01 795 211 000 303 390	TARGETED SERVICES SUMMER ONLINI
001	104838	CH	1 01240	WRIGHT TECHNICAL CENTER	02/02/2024	\$1,695.15	157108	E 01 300 740 000 374 316	Q3 STUDENT SUPPORT PERSONNEL AI
<b>Check Total:</b>						<b>\$15,045.74</b>			
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$42.99	157217	E 01 005 790 000 320 490	DO
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$23.77	157217	E 01 100 203 000 320 490	INDY
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$21.28	157217	E 01 201 208 000 320 490	MS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$40.00	157217	E 01 300 211 000 000 490	HS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$55.92	157217	E 01 300 298 918 000 490	HS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$23.76	157217	E 04 500 580 000 325 430	CE
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$8.48	157217	E 04 500 580 000 325 430	CE
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$164.76	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$29.22	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$26.44	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$38.71	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$81.98	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$69.06	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$131.58	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$84.10	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$206.56	157217	E 01 300 331 000 830 433	HS FACS

# Big Lake Public Schools, ISD #727

## Payment Reg by Check-No Voids

Payment Date Range: 7/1/2023 - 2/29/2024

Bank	Check No	Ty	Grp Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$36.18	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$101.76	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$71.17	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$55.92	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$34.93	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$112.45	157217	E 01 300 331 000 830 433	HS FACS
001	104839	CH	1 06130	CARD SERVICES	02/01/2024	\$113.33	157217	E 01 300 331 000 830 433	HS FACS
<b>Check Total:</b>						<b>\$1,574.35</b>			
001	104840	CH	1 08684	D SCOTT ERICKSON, ATTY	02/05/2024	\$207.71	157222	B 12 215 079	Payroll Deductions
<b>Check Total:</b>						<b>\$207.71</b>			
001	104841	CH	1 04234	MN CHILD SUPPORT PYMT CENTER	02/05/2024	\$281.00	157231	B 01 215 081	Child Support
<b>Check Total:</b>						<b>\$281.00</b>			
001	104842	CH	1 04223	NCPERS GROUP LIFE INS	02/05/2024	\$133.34	157234	B 01 215 033	NCPR Life
<b>Check Total:</b>						<b>\$133.34</b>			
001	104843	CH	1 01973	SCHOOL SERVICE EMP LOCAL 284	02/05/2024	\$967.63	157236	B 01 215 040	U Due Nc
001	104843	CH	1 01973	SCHOOL SERVICE EMP LOCAL 284	02/05/2024	\$151.34	157236	B 04 215 040	U Dues Nc
001	104843	CH	1 01973	SCHOOL SERVICE EMP LOCAL 284	02/05/2024	\$2,214.31	157236	B 12 215 040	U Due Nc
<b>Check Total:</b>						<b>\$3,333.28</b>			
001	104844	CH	1 04472	SHERBURNE AREA UNITED WAY	02/05/2024	\$44.00	157241	B 01 215 045	United Way
001	104844	CH	1 04472	SHERBURNE AREA UNITED WAY	02/05/2024	\$14.00	157241	B 12 215 045	United Way
<b>Check Total:</b>						<b>\$58.00</b>			
001	104845	CH	1 09274	STEWART, ZLIMEN & JUNGERS, LTD	02/05/2024	\$361.59	157238	B 12 215 079	Payroll Deductions
<b>Check Total:</b>						<b>\$361.59</b>			
001	104846	CH	1 08379	APPLE INC.	02/09/2024	\$1,780.00	157257	E 01 005 630 000 000 466	Apple Pencils
<b>Check Total:</b>						<b>\$1,780.00</b>			
001	104847	CH	1 13241	BENEFIT RESOURCE LLC	02/09/2024	\$150.00	157289	E 01 005 105 000 000 305	COBRA JANUARY 2024
<b>Check Total:</b>						<b>\$150.00</b>			
001	104848	CH	1 13861	CHAPMAN, SABRINA	02/09/2024	\$135.00	157260	E 11 300 296 122 000 305	JV/V GYMNASTICS OFFICIAL VS PRINCI
<b>Check Total:</b>						<b>\$135.00</b>			
001	104849	CH	1 10622	DAHL, DENIS	02/09/2024	\$125.00	157261	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS I
<b>Check Total:</b>						<b>\$125.00</b>			
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$30.90	157258	E 04 500 585 000 332 401	07167-1114 Blick Academic Cotton Stretch
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$97.90	157258	E 04 500 585 000 332 401	07167-2024 Blick Academic Cotton Stretcl

# Big Lake Public Schools, ISD #727

## Payment Reg by Check-No Voids

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Bank	Check No	Ty	Grp Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$122.69	157258	E 04 500 585 000 332 401	09701-1015 Pacon Art1st Mixed Media She
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$47.80	157258	E 04 500 585 000 332 401	23887-1009 Elmer's Glue-All - 128 oz
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$10.74	157258	E 04 500 585 000 332 401	00711-5247 Blickrylic Student Acrylics - Flu
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$10.74	157258	E 04 500 585 000 332 401	00711-7267 Blickrylic Student Acrylics - Flu
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$10.74	157258	E 04 500 585 000 332 401	00711-4557 Blickrylic Student Acrylics - Flu
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$10.74	157258	E 04 500 585 000 332 401	00711-3487 Blickrylic Student Acrylics - Flu
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$10.74	157258	E 04 500 585 000 332 401	00711-3217 Blickrylic Student Acrylics - Flu
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$17.74	157258	E 04 500 585 000 332 401	00711-4218 Blickrylic Student Acrylics - Flu
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$0.00	157258	E 04 500 585 000 332 401	
001	104850	CH	1 01026	DICK BLICK	02/09/2024	\$10.74	157259	E 04 500 585 000 332 401	00711-6917 Blickrylic Student Acrylics - Flu
<b>Check Total:</b>						<b>\$381.47</b>			
001	104851	CH	1 13282	DIRECT COMMUNICATION SOLUTIONS	02/09/2024	\$2,150.00	157291	E 01 005 760 000 720 405	BUS WHERE MONTHLY SOFTWARE
<b>Check Total:</b>						<b>\$2,150.00</b>			
001	104852	CH	1 08417	EDUCATORS BENEFIT CONSULTANTS	02/09/2024	\$415.17	157262	E 01 005 105 000 000 305	403B ADMIN & COMPLIANCE MONTHLY
001	104852	CH	1 08417	EDUCATORS BENEFIT CONSULTANTS	02/09/2024	\$400.36	157263	E 01 005 105 000 000 305	403B ADMIN & COMPLIANCE MONTHLY
001	104852	CH	1 08417	EDUCATORS BENEFIT CONSULTANTS	02/09/2024	\$406.37	157264	E 01 005 105 000 000 305	403B ADMIN & COMPLIANCE MONTHLY
001	104852	CH	1 08417	EDUCATORS BENEFIT CONSULTANTS	02/09/2024	\$415.17	157265	E 01 005 105 000 000 305	403B ADMIN & COMPLIANCE MONTHLY
<b>Check Total:</b>						<b>\$1,637.07</b>			
001	104853	CH	1 10199	FASCHING, COLE	02/09/2024	\$125.00	157266	E 11 300 294 112 000 305	JV/V BOYS BASKETBALL OFFICIAL VS C
<b>Check Total:</b>						<b>\$125.00</b>			
001	104854	CH	1 06230	GOPHER STATE ONE-CALL	02/09/2024	\$50.00	157267	E 01 005 810 000 000 350	2024 ANNUAL FACILITY OPERATOR FEE
<b>Check Total:</b>						<b>\$50.00</b>			
001	104855	CH	1 08226	GREEN, NICOLE	02/09/2024	\$135.00	157268	E 11 300 296 122 000 305	JV/V GYMNASTICS OFFICIAL VS PRINCI
<b>Check Total:</b>						<b>\$135.00</b>			
001	104856	CH	1 12895	HIDDE, KEVIN	02/09/2024	\$105.00	157269	E 11 201 294 112 000 305	7/8 BOYS BASKETBALL OFFICIAL VS MK
<b>Check Total:</b>						<b>\$105.00</b>			
001	104857	CH	1 13720	LEIF MEDIA & PR LLC	02/09/2024	\$3,775.00	157270	E 04 500 505 000 321 305	JANUARY 2024 SERVICES
<b>Check Total:</b>						<b>\$3,775.00</b>			
001	104858	CH	1 13213	LEXIA LEARNING SYSTEMS LLC	02/09/2024	\$99.00	157273	E 01 005 640 000 316 366	LETRS online course extension 3E
001	104858	CH	1 13213	LEXIA LEARNING SYSTEMS LLC	02/09/2024	\$99.00	157273	E 01 005 640 000 316 366	LETRS online course extension admin Quc
<b>Check Total:</b>						<b>\$198.00</b>			
001	104859	CH	1 10203	McCLAFLIN, JENNIFER	02/09/2024	\$105.00	157271	E 11 201 294 112 000 305	7/8 BOYS BASKETBALL OFFICIAL VS MK
<b>Check Total:</b>						<b>\$105.00</b>			

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Bank	Check No	Ty	Grp Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001	104860	CH	1 13178	MIDWEST MACHINERY CO	02/09/2024	\$482.60	157274	E 01 005 810 000 000 350	COOLANT TEMP SENSOR FAULT REPAI
						<b>Check Total:</b>	<b>\$482.60</b>		
001	104861	CH	1 10547	MTI DISTRIBUTING, INC.	02/09/2024	\$120,339.61	157275	E 01 005 810 359 000 530	PO 32440 GROUNDSMASTER 5900 (T4)
						<b>Check Total:</b>	<b>\$120,339.61</b>		
001	104862	CH	1 05943	NORTH BRANCH HIGH SCHOOL	02/09/2024	\$50.00	157272	E 11 300 292 129 000 369	2024 KNOWLEDGE BOWL INVITE 02/10/
						<b>Check Total:</b>	<b>\$50.00</b>		
001	104863	CH	1 06654	SCHAFER, KEVIN	02/09/2024	\$125.00	157276	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS I
						<b>Check Total:</b>	<b>\$125.00</b>		
001	104864	CH	1 13856	SCHEFF, GREG	02/09/2024	\$125.00	157283	E 11 300 294 112 000 305	JV/V BOYS BASKETBALL OFFICIAL VS C
						<b>Check Total:</b>	<b>\$125.00</b>		
001	104865	CH	1 09109	SCHMIDT, AMY	02/09/2024	\$135.00	157278	E 11 300 296 122 000 305	JV/V GYMNASTICS OFFICIAL VS PRINCI
						<b>Check Total:</b>	<b>\$135.00</b>		
001	104866	CH	1 01187	SCHMITT MUSIC ANOKA	02/09/2024	\$15.00	157279	E 01 201 258 000 000 350	Trumpet Ticket 5630321
001	104866	CH	1 01187	SCHMITT MUSIC ANOKA	02/09/2024	\$51.00	157280	E 01 201 258 000 000 350	Trombone Ticket 5630096
						<b>Check Total:</b>	<b>\$66.00</b>	13	
001	104867	CH	1 08981	SHRED RIGHT	02/09/2024	\$40.00	157285	E 01 005 810 000 000 333	SERVICES 01/25/2024
						<b>Check Total:</b>	<b>\$40.00</b>		
001	104868	CH	1 13413	SKOCHENSKI, BRYAN	02/09/2024	\$125.00	157277	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS I
						<b>Check Total:</b>	<b>\$125.00</b>		
001	104869	CH	1 06575	SPENCER, RICKY	02/09/2024	\$125.00	157281	E 11 300 294 112 000 305	JV/V BOYS BASKETBALL OFFICIAL VS C
						<b>Check Total:</b>	<b>\$125.00</b>		
001	104870	CH	1 13608	SVOBODNY, AARON	02/09/2024	\$68.00	157282	E 11 300 294 112 000 305	B SQUAD BOYS BASKETBALL OFFICIAL
						<b>Check Total:</b>	<b>\$68.00</b>		
001	104871	CH	1 12845	SYSCO-MINNESOTA INC	02/09/2024	\$257.26	157284	E 02 300 770 000 701 401	HS FS SUPPLIES
						<b>Check Total:</b>	<b>\$257.26</b>		
001	104872	CH	1 12762	T-MOBILE	02/09/2024	\$140.00	157287	E 01 005 630 000 000 320	HOT SPOTS 12/21-01/20
						<b>Check Total:</b>	<b>\$140.00</b>		
001	104873	CH	1 06730	TWIN CITY HARDWARE	02/09/2024	\$322.07	157286	E 01 005 810 000 000 401	B&G SUPPLIES
						<b>Check Total:</b>	<b>\$322.07</b>		
001	104874	CH	1 13048	WELLNESS FOR LIVING LLC	02/09/2024	\$325.00	157288	E 04 500 585 000 332 305	CAKE POPS FOR VALENTINES
						<b>Check Total:</b>	<b>\$325.00</b>		
001	104875	CH	1 05799	AFFINETY SOLUTIONS	02/16/2024	\$1,775.00	157317	E 11 300 292 000 000 305	ACTIVITIES ANNUAL SOFTWARE USAGE
						<b>Check Total:</b>	<b>\$1,775.00</b>		

# Big Lake Public Schools, ISD #727

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Bank	Check No	Ty	Grp	Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description	
001	104876	CH	1	10208	BAKER, RICHARD JR	02/16/2024	\$125.00	157309	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS I	
							<b>Check Total:</b>	<b>\$125.00</b>			
001	104877	CH	1	13153	BEMBOOM, TONY	02/16/2024	\$145.00	157306	E 11 300 294 115 000 305	JV WRESTLING OFFICIAL VS BECKER 8	
							<b>Check Total:</b>	<b>\$145.00</b>			
001	104878	CH	1	13348	BUSINESS ESSENTIALS	02/16/2024	\$3,478.40	157318	E 01 100 203 000 000 401	WHITE COPY PAPER BOI900	
001	104878	CH	1	13348	BUSINESS ESSENTIALS	02/16/2024	\$3,478.40	157319	E 01 201 208 000 000 401	WHITE COPY PAPER BOI900	
							<b>Check Total:</b>	<b>\$6,956.80</b>			
001	104879	CH	1	01035	cmERDC	02/16/2024	\$550.00	157322	E 01 005 110 000 000 401	2023 W2 & 2023 1099	
001	104879	CH	1	01035	cmERDC	02/16/2024	(\$550.00)	157322	E 01 005 110 000 000 401	2023 W2 & 2023 1099	
001	104879	CH	1	01035	cmERDC	02/16/2024	\$550.00	157322	E 01 005 110 000 000 305	2023 W2 & 2023 1099	
							<b>Check Total:</b>	<b>\$550.00</b>			
001	104880	CH	1	10648	COMPUTER EXPLORERS/TECH ACAD	02/16/2024	\$60.00	157355	E 04 500 585 000 332 305	VIRTUAL-INTRO TO 3D PRINTING & CAE	
							<b>Check Total:</b>	<b>\$60.00</b>			
001	104881	CH	1	01475	CONNEXUS ENERGY	02/16/2024	\$27.99	157321	E 01 005 810 860 000 331	SOFTBALL CONCESSIONS ELECTRICAL	
001	104881	CH	1	01475	CONNEXUS ENERGY	02/16/2024	\$5,983.14	157321	E 01 100 810 000 000 331	INDEPENDENCE ELECTRICAL 12/12-01/14	
001	104881	CH	1	01475	CONNEXUS ENERGY	02/16/2024	\$7,598.48	157321	E 01 110 810 000 000 331	LIBERTY ELECTRICAL 12/12-01/11	
001	104881	CH	1	01475	CONNEXUS ENERGY	02/16/2024	\$49.38	157321	E 01 110 810 000 000 331	BASEBALL FIELD LIGHTS ELECTRICAL	
001	104881	CH	1	01475	CONNEXUS ENERGY	02/16/2024	\$66.53	157321	E 01 005 810 860 000 331	SOFTBALL FIELD LIGHTS ELECTRICAL	
							<b>Check Total:</b>	<b>\$13,725.52</b>			
001	104882	CH	1	12226	DARRYL WALETZKO	02/16/2024	\$6,940.00	157320	E 01 005 810 000 000 363	JANUARY SERVICES (SALTING)	
							<b>Check Total:</b>	<b>\$6,940.00</b>			
001	104883	CH	1	04944	DOMINO'S PIZZA	02/16/2024	\$1,539.98	157323	E 11 300 298 000 000 490	HS CONCESSIONS JANUARY 2024	
							<b>Check Total:</b>	<b>\$1,539.98</b>			
001	104884	CH	1	13171	DRENNAN, CHRIS	02/16/2024	\$125.00	157324	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS I	
							<b>Check Total:</b>	<b>\$125.00</b>			
001	104885	CH	1	13599	JOAHSARK PETTING ZOO	02/16/2024	\$1,050.00	157333	E 04 500 570 000 321 369	2ND ANNUAL BLCE SUMMER KICK-OFF	
							<b>Check Total:</b>	<b>\$1,050.00</b>			
001	104886	CH	1	02161	LAKESHORE LEARNING	02/16/2024	\$73.99	157325	E 12 100 408 000 740 433	EE765X. Grab & Play Social-Emotional G	
001	104886	CH	1	02161	LAKESHORE LEARNING	02/16/2024	\$39.99	157325	E 12 100 408 000 740 433	HH828. Children's Timer	
001	104886	CH	1	02161	LAKESHORE LEARNING	02/16/2024	\$17.10	157325	E 12 100 408 000 740 433	Freight	
							<b>Check Total:</b>	<b>\$131.08</b>			
001	104887	CH	1	13166	LRS OF MINNESOTA	02/16/2024	\$913.45	157349	E 01 300 810 000 000 333	HS WASTE SERVICES FEBRUARY 2024	
001	104887	CH	1	13166	LRS OF MINNESOTA	02/16/2024	\$780.41	157349	E 01 201 810 000 000 333	MS WASTE SERVICES FEBRUARY 2024	

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001	104887	CH	1	13166	LRS OF MINNESOTA	02/16/2024	\$780.41	157349	E 01 100 810 000 000 333	INDY WASTE SERVICES FEBRUARY 2023	
001	104887	CH	1	13166	LRS OF MINNESOTA	02/16/2024	\$983.22	157349	E 01 110 810 000 000 333	LIBERTY WASTE SERVICES FEBRUARY 2023	
001	104887	CH	1	13166	LRS OF MINNESOTA	02/16/2024	\$136.21	157349	E 01 005 810 000 000 333	GROUNDS WASTE SERVICES FEBRUARY 2023	
<b>Check Total:</b>							<b>\$3,593.70</b>				
001	104888	CH	1	10203	McCLAFLIN, JENNIFER	02/16/2024	\$105.00	157326	E 11 201 294 112 000 305	7/8TH BOYS BASKETBALL OFFICIAL VS	
001	104888	CH	1	10203	McCLAFLIN, JENNIFER	02/16/2024	\$105.00	157330	E 11 201 294 112 000 305	7/8TH BOYS BASKETBALL OFFICIAL VS	
<b>Check Total:</b>							<b>\$210.00</b>				
001	104889	CH	1	13672	MILIUS, MARGARET M	02/16/2024	\$192.00	157334	E 04 500 565 090 321 305	FUN WITH FUSED GLASS	
<b>Check Total:</b>							<b>\$192.00</b>				
001	104890	CH	1	06411	MISSISSIPPI 8 CONFERENCE	02/16/2024	\$1,479.00	157340	E 11 300 292 153 000 366	MS8 CONFERENCE MS WRESTLING 01/2023	
<b>Check Total:</b>							<b>\$1,479.00</b>				
001	104891	CH	1	04511	MN DEPT OF PUBLIC SAFETY	02/16/2024	\$25.00	157336	E 05 005 865 000 349 305	RIGHT-TO-KNOW ACT	
<b>Check Total:</b>							<b>\$25.00</b>				
001	104892	CH	1	05296	MONTICELLO COMMUNITY ED	02/16/2024	\$210.00	157331	E 04 500 565 090 321 305	JERSEY BOYS AT CDT ON FEBRUARY 2023	
<b>Check Total:</b>							<b>\$210.00</b>				
001	104893	CH	1	13016	NORTHLAND REFRIGERATION INCORP	02/16/2024	\$1,955.27	157327	E 01 300 810 000 000 305	HS B&G REPAIRS	
001	104893	CH	1	13016	NORTHLAND REFRIGERATION INCORP	02/16/2024	\$1,854.50	157328	E 01 100 810 000 000 305	INDY B&G REPAIRS	
001	104893	CH	1	13016	NORTHLAND REFRIGERATION INCORP	02/16/2024	\$1,251.00	157329	E 01 110 810 000 000 305	LIBERTY B&G REPAIRS	
<b>Check Total:</b>							<b>\$5,060.77</b>				
001	104894	CH	1	1016	O'REILLY AUTOMOTIVE, INC.	02/16/2024	\$445.63	157350	E 01 005 810 000 000 401	JANUARY 2023	
<b>Check Total:</b>							<b>\$445.63</b>				
001	104895	CH	1	06764	POHLMEIER, LUKAS	02/16/2024	\$240.00	157332	E 11 300 294 115 000 305	V WRESTLING OFFICIAL VS BECKER & BROS	
<b>Check Total:</b>							<b>\$240.00</b>				
001	104896	CH	1	13855	REALLY GREAT READING COMPANY, II	02/16/2024	\$110.00	157335	E 12 100 407 000 740 433	PGM-2022 Phonics & Spelling Bookn (Pho	
001	104896	CH	1	13855	REALLY GREAT READING COMPANY, II	02/16/2024	\$6.60	157335	E 12 100 407 000 740 433	shipping	
<b>Check Total:</b>							<b>\$116.60</b>				
001	104897	CH	1	12564	RUSSELL SECURITY RESOURCE, INC.	02/16/2024	\$35.00	157354	E 01 005 810 000 000 401	SUPPLY PIN EXTRACTOR TOOL & BAR S	
<b>Check Total:</b>							<b>\$35.00</b>				
001	104898	CH	1	06654	SCHAFER, KEVIN	02/16/2024	\$125.00	157338	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS I	
<b>Check Total:</b>							<b>\$125.00</b>				
001	104899	CH	1	09941	STERLING TROPHY	02/16/2024	\$137.50	157337	E 11 300 296 122 000 897	HIGH SCHOOL BANNER & INVITE MEDA	
<b>Check Total:</b>							<b>\$137.50</b>				

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Bank	Check No	Ty	Grp	Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description	
001	104900	CH	1	12068	THE WATSON COMPANY, INC.	02/16/2024	\$245.65	157341	E 11 300 298 000 000 490	HS CONCESSIONS	
<b>Check Total:</b>							<b>\$245.65</b>				
001	104901	CH	1	13212	THREE SONS HARDWARE LLC	02/16/2024	\$16.94	157339	E 01 201 810 000 000 401	JANUARY 2024	
001	104901	CH	1	13212	THREE SONS HARDWARE LLC	02/16/2024	\$5.49	157339	E 01 005 810 000 000 401	JANUARY 2024	
001	104901	CH	1	13212	THREE SONS HARDWARE LLC	02/16/2024	\$151.43	157339	E 01 300 361 000 830 433	JANUARY 2024	
<b>Check Total:</b>							<b>\$173.86</b>				
001	104902	CH	1	13541	TNT AUDIO INC	02/16/2024	\$700.00	157342	E 11 300 296 121 000 305	DANCE INVITATIONAL SOUND SERVICE	
<b>Check Total:</b>							<b>\$700.00</b>				
001	104903	CH	1	09858	VETSCH, DAREK	02/16/2024	\$105.00	157344	E 11 201 294 112 000 305	BASKETBALL OFFICIAL VS CHISAGO LA	
<b>Check Total:</b>							<b>\$105.00</b>				
001	104904	CH	1	04148	VIKING COCA-COLA BOTTLING CO	02/16/2024	\$649.80	157343	E 11 300 298 000 000 490	HS CONCESSIONS	
<b>Check Total:</b>							<b>\$649.80</b>				
001	104905	CH	1	13852	WEHMAS, BEN	02/16/2024	\$105.00	157347	E 11 201 294 112 000 305	7/8TH BOYS BASKETBALL OFFICIAL VS	
<b>Check Total:</b>							<b>\$105.00</b>				
001	104906	CH	1	13129	WILLIAMS JR, ROBERT	02/16/2024	\$105.00	157345	E 11 201 294 112 000 305	7/8TH BOYS BASKETBALL OFFICIAL VS	
001	104906	CH	1	13129	WILLIAMS JR, ROBERT	02/16/2024	\$105.00	157346	E 11 201 294 112 000 305	7/8TH BOYS BASKETBALL OFFICIAL VS	
001	104906	CH	1	13129	WILLIAMS JR, ROBERT	02/16/2024	\$105.00	157348	E 11 201 294 112 000 305	7/8TH BOYS BASKETBALL OFFICIAL VS	
<b>Check Total:</b>							<b>\$315.00</b>				
001	104907	CH	1	08807	WRECK-LESS DRIVING ACADEMY	02/16/2024	\$1,500.00	157356	E 04 500 585 239 332 305	VIRTUAL CLASS 01/17-02/01	
<b>Check Total:</b>							<b>\$1,500.00</b>				
001	104908	CH	1	13868	BENSON, BILL	02/16/2024	\$225.00	157366	E 11 300 292 153 000 305	JV CONFERENCE WRESTLING OFFICIA	
<b>Check Total:</b>							<b>\$225.00</b>				
001	104909	CH	1	9335	BRETHORST, KURT	02/16/2024	\$68.00	157367	E 11 300 294 112 000 305	9TH/B SQUAD BOYS BASKETBALL OFFI	
<b>Check Total:</b>							<b>\$68.00</b>				
001	104910	CH	1	13867	COOPER, ROBERT	02/16/2024	\$175.00	157368	E 11 300 292 153 000 305	JV CONFERENCE WRESTLING OFFICIA	
<b>Check Total:</b>							<b>\$175.00</b>				
001	104911	CH	1	13246	HERITAGE EMBROIDERY & DESIGN	02/16/2024	\$160.00	157362	E 11 300 294 113 000 401	2-Stack Shoulder Pad Rack - SPR2-Black	
001	104911	CH	1	13246	HERITAGE EMBROIDERY & DESIGN	02/16/2024	\$305.00	157362	E 11 201 294 113 000 401	2-Stack Shoulder Pad Rack - SPR4-Black	
001	104911	CH	1	13246	HERITAGE EMBROIDERY & DESIGN	02/16/2024	\$71.00	157362	E 11 300 294 113 000 401	Football Carry Bag E66-Black	
001	104911	CH	1	13246	HERITAGE EMBROIDERY & DESIGN	02/16/2024	\$150.00	157362	E 11 300 294 113 000 401	Freight	
<b>Check Total:</b>							<b>\$686.00</b>				
001	104912	CH	1	09192	HOFSTEDT, JASON	02/16/2024	\$125.00	157369	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICAL VS L	
<b>Check Total:</b>							<b>\$125.00</b>				

## Big Lake Public Schools, ISD #727 Payment Reg by Check-No Voids

Payment Date Range: 7/1/2023 - 2/29/2024

Bank	Check No	Ty	Grp	Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001	104913	CH	1	10700	HOLT TOUR AND CHARTER INC	02/16/2024	\$1,880.00	157363	E 11 300 295 121 733 360	PO 32530 Dance Stewartville Charter
001	104913	CH	1	10700	HOLT TOUR AND CHARTER INC	02/16/2024	\$1,553.50	157364	E 11 300 295 127 733 360	PO 32471 56- PAX Deluxe Coach Bus - GE
001	104913	CH	1	10700	HOLT TOUR AND CHARTER INC	02/16/2024	\$836.50	157364	E 11 300 296 127 733 360	PO 32471 56- PAX Deluxe Coach Bus - GE
<b>Check Total:</b>							<b>\$4,270.00</b>			
001	104914	CH	1	13866	KELLY, JASON	02/16/2024	\$225.00	157370	E 11 300 292 153 000 305	JV CONFERENCE WRESTLING OFFICIA
<b>Check Total:</b>							<b>\$225.00</b>			
001	104915	CH	1	06556	KOPETKA, FRANK	02/16/2024	\$125.00	157371	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS I
001	104915	CH	1	06556	KOPETKA, FRANK	02/16/2024	\$68.00	157372	E 11 300 296 127 000 305	JV GIRLS BASKETBALL OFFICIAL VS ST
<b>Check Total:</b>							<b>\$193.00</b>			
001	104916	CH	1	13865	LUDWIG, TEAGYN	02/16/2024	\$175.00	157373	E 11 300 294 115 000 305	JV WRESTLING OFFICIAL CONFERENCI
<b>Check Total:</b>							<b>\$175.00</b>			
001	104917	CH	1	12241	LUESSENHEIDE, RYAN	02/16/2024	\$70.50	157374	E 11 300 294 112 000 305	V GIRLS/BOYS DH BASKETBALL OFFICI
001	104917	CH	1	12241	LUESSENHEIDE, RYAN	02/16/2024	\$70.50	157374	E 11 300 296 127 000 305	V GIRLS/BOYS DH BASKETBALL OFFICI
<b>Check Total:</b>							<b>\$141.00</b>			
001	104918	CH	1	13869	MARXHAUSEN, ALAN	02/16/2024	\$68.00	157375	E 11 300 294 112 000 305	JV BOYS BASKETBALL OFFICIAL VS ST
<b>Check Total:</b>							<b>\$68.00</b>			
001	104919	CH	1	10203	McCLAFLIN, JENNIFER	02/16/2024	\$105.00	157376	E 11 201 294 112 000 305	7/8TH BOYS BASKETBALL OFFICIAL VS
<b>Check Total:</b>							<b>\$105.00</b>			
001	104920	CH	1	10270	MORRIS LEATHERMAN COMPANY	02/16/2024	\$11,000.00	157360	E 01 005 107 097 000 305	TELEPHONE SURVEY (FINAL PAYMENT
<b>Check Total:</b>							<b>\$11,000.00</b>			
001	104921	CH	1	08249	O'DONNELL, ED	02/16/2024	\$125.00	157377	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS I
<b>Check Total:</b>							<b>\$125.00</b>			
001	104922	CH	1	10017	PIPP, BEN	02/16/2024	\$68.00	157378	E 11 300 294 112 000 305	JV BOYS BASKETBALL OFFICIAL VS ST
<b>Check Total:</b>							<b>\$68.00</b>			
001	104923	CH	1	13864	RAU, JONATHON	02/16/2024	\$175.00	157379	E 11 300 292 153 000 305	JV CONFERENCE WRESTLING OFFIIAL
<b>Check Total:</b>							<b>\$175.00</b>			
001	104924	CH	1	12615	SACKETT, TOBY	02/16/2024	\$70.50	157380	E 11 300 294 112 000 305	V GIRLS/BOYS DH BASKETBALL OFFICI
001	104924	CH	1	12615	SACKETT, TOBY	02/16/2024	\$70.50	157380	E 11 300 296 127 000 305	V GIRLS/BOYS DH BASKETBALL OFFICI
<b>Check Total:</b>							<b>\$141.00</b>			
001	104925	CH	1	04849	SCSU CAREER CENTER	02/16/2024	\$300.00	157361	E 01 005 105 000 000 305	EDUCATION EMPLOYER 04/08 (SOPHIA
<b>Check Total:</b>							<b>\$300.00</b>			
001	104926	CH	1	13608	SVOBODNY, AARON	02/16/2024	\$105.00	157381	E 11 300 294 112 000 305	9TH B SQUAD BOYS BASKETBALL VS S
<b>Check Total:</b>							<b>\$105.00</b>			

### Big Lake Public Schools, ISD #727

#### Payment Reg by Check-No Voids

Payment Date Range: 7/1/2023 - 2/29/2024

Bank	Check No	Ty	Grp	Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001	104927	CH	1	10469	TENGWALL, CHRIS	02/16/2024	\$70.50	157382	E 11 300 294 112 000 305	V GIRLS/BOYS DH BASKETBALL OFFICI
001	104927	CH	1	10469	TENGWALL, CHRIS	02/16/2024	\$70.50	157382	E 11 300 296 127 000 305	V GIRLS/BOYS DH BASKETBALL OFFICI
<b>Check Total:</b>								<b>\$141.00</b>		
001	104928	CH	1	12068	THE WATSON COMPANY, INC.	02/16/2024	\$509.30	157387	E 11 300 298 000 000 490	HS CONCESSIONS
<b>Check Total:</b>								<b>\$509.30</b>		
001	104929	CH	1	04148	VIKING COCA-COLA BOTTLING CO	02/16/2024	\$809.55	157386	E 11 300 298 000 000 490	HS CONCESSIONS
<b>Check Total:</b>								<b>\$809.55</b>		
001	104930	CH	1	13852	WEHMAS, BEN	02/16/2024	\$68.00	157383	E 11 300 296 127 000 305	JV GIRLS BASKETBALL OFFICIAL VS ST
<b>Check Total:</b>								<b>\$68.00</b>		
001	104931	CH	1	13129	WILLIAMS JR, ROBERT	02/16/2024	\$105.00	157384	E 11 201 294 112 000 305	7/8TH BOYS BASKETBALL OFFICIAL VS
<b>Check Total:</b>								<b>\$105.00</b>		
001	104932	CH	1	01240	WRIGHT TECHNICAL CENTER	02/16/2024	\$12,124.03	157385	E 01 300 399 000 000 391	FUND BALANCE STABILIZATION FEE
<b>Check Total:</b>								<b>\$12,124.03</b>		
001	104933	CH	1	13863	YAHOLA, BRYAN	02/16/2024	\$800.00	157365	E 01 005 790 000 320 305	AMERICAN INDIAN CULTURE 02/17/2024
<b>Check Total:</b>								<b>\$800.00</b>		
<b>Bank 001 Total:</b>								<b>\$278,532.46</b>		
<b>Report Total:</b>								<b>\$278,532.46</b>		

# Big Lake Public Schools, ISD #727

## Payment Reg by Check-No Voids

Payment Date Range: 7/1/2023 - 2/29/2024

Bank	Check No	Ty	Grp Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001	104934	CH	1 01038	CITY OF BIG LAKE	02/16/2024	\$2,000.00	157388	B 06 101 010	BIG LAKE HIGH SCHOOL PARKING LOT
001	104934	CH	1 01038	CITY OF BIG LAKE	02/16/2024	\$300.00	157388	E 06 300 870 000 000 305	BIG LAKE HIGH SCHOOL PARKING LOT
<b>Check Total:</b>						<b>\$2,300.00</b>			
001	104935	CH	1 01038	CITY OF BIG LAKE	02/16/2024	\$300.00	157389	E 06 110 870 000 000 305	LIBERTY PARKING LOT IMPROVEMENTS
001	104935	CH	1 01038	CITY OF BIG LAKE	02/16/2024	\$2,000.00	157389	B 06 101 010	LIBERTY PARKING LOT IMPROVEMENTS
<b>Check Total:</b>						<b>\$2,300.00</b>			
001	104936	CH	1 13862	CALIFORNIA STATE DISBURSEMENT U	02/20/2024	\$115.50	157393	B 01 215 081	Child Support
<b>Check Total:</b>						<b>\$115.50</b>			
001	104937	CH	1 08684	D SCOTT ERICKSON, ATTY	02/20/2024	\$329.19	157394	B 12 215 079	Payroll Deductions
<b>Check Total:</b>						<b>\$329.19</b>			
001	104938	CH	1 04234	MN CHILD SUPPORT PYMT CENTER	02/20/2024	\$281.00	157403	B 01 215 081	Child Support
<b>Check Total:</b>						<b>\$281.00</b>			
001	104939	CH	1 12504	MN PEIP	02/20/2024	\$245,014.58	157440	B 01 215 030	MARCH 2024 HEALTH
001	104939	CH	1 12504	MN PEIP	02/20/2024	\$21,284.30	157440	B 04 215 030	MARCH 2024 HEALTH
001	104939	CH	1 12504	MN PEIP	02/20/2024	\$6,111.66	157440	B 05 215 030	MARCH 2024 HEALTH
001	104939	CH	1 12504	MN PEIP	02/20/2024	\$3,751.88	157440	B 11 215 030	MARCH 2024 HEALTH
001	104939	CH	1 12504	MN PEIP	02/20/2024	\$155,388.52	157440	B 12 215 030	MARCH 2024 HEALTH
001	104939	CH	1 12504	MN PEIP	02/20/2024	\$9,457.19	157440	B 01 215 051	MARCH 2024 HEALTH
001	104939	CH	1 12504	MN PEIP	02/20/2024	\$4,012.05	157440	B 04 215 051	MARCH 2024 HEALTH
001	104939	CH	1 12504	MN PEIP	02/20/2024	\$659.46	157440	B 05 215 051	MARCH 2024 HEALTH
001	104939	CH	1 12504	MN PEIP	02/20/2024	\$591.60	157440	B 11 215 051	MARCH 2024 HEALTH
001	104939	CH	1 12504	MN PEIP	02/20/2024	\$21,334.64	157440	B 12 215 051	MARCH 2024 HEALTH
<b>Check Total:</b>						<b>\$467,605.88</b>			
001	104940	CH	1 01973	SCHOOL SERVICE EMP LOCAL 284	02/20/2024	\$967.63	157407	B 01 215 040	U Due Nc
001	104940	CH	1 01973	SCHOOL SERVICE EMP LOCAL 284	02/20/2024	\$151.34	157407	B 04 215 040	U Dues Nc
001	104940	CH	1 01973	SCHOOL SERVICE EMP LOCAL 284	02/20/2024	\$2,277.40	157407	B 12 215 040	U Due Nc
<b>Check Total:</b>						<b>\$3,396.37</b>			
001	104941	CH	1 04472	SHERBURNE AREA UNITED WAY	02/20/2024	\$44.00	157412	B 01 215 045	United Way
001	104941	CH	1 04472	SHERBURNE AREA UNITED WAY	02/20/2024	\$14.00	157412	B 12 215 045	United Way
<b>Check Total:</b>						<b>\$58.00</b>			
001	104942	CH	1 09274	STEWART, ZLIMEN & JUNGERS, LTD	02/20/2024	\$467.15	157409	B 12 215 079	Payroll Deductions
<b>Check Total:</b>						<b>\$467.15</b>			
001	104943	CH	1 12995	AFFINITECH	02/23/2024	\$12,860.52	157428	E 06 300 870 000 000 520	Bond Project #22E300.01E- PROJECT #P.
001	104943	CH	1 12995	AFFINITECH	02/23/2024	\$0.00	157428	E 06 300 870 000 000 520	ALL PRICING PER CPC CONTRACT 23.3

### Big Lake Public Schools, ISD #727

### Payment Reg by Check-No Voids

Payment Date Range: 7/1/2023 - 2/29/2024

Bank	Check No	Ty	Grp	Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description	
001	104943	CH	1	12995	AFFINITECH	02/23/2024	\$12,296.72	157429	E 06 100 870 000 000 520	BOND PROJECT #22D100.INDY ACCESS	
							<b>Check Total:</b>	<b>\$25,157.24</b>			
001	104944	CH	1	12982	AliCole LLP	02/23/2024	\$325.00	157425	E 04 500 565 090 321 305	CHUNKY BLANKETS CLASS 02/12/2024	
							<b>Check Total:</b>	<b>\$325.00</b>			
001	104945	CH	1	03804	ALL STAR TROPHY	02/23/2024	\$56.00	157449	E 11 300 288 129 000 401	RED NECK RIBBON	
							<b>Check Total:</b>	<b>\$56.00</b>			
001	104946	CH	1	13465	ANDERSON, JULIE	02/23/2024	\$252.00	157426	E 04 500 565 090 321 305	ZUMBA	
							<b>Check Total:</b>	<b>\$252.00</b>			
001	104947	CH	1	09085	BLACKMAN, BRIAN	02/23/2024	\$193.00	157450	E 11 300 294 112 000 305	B/JV/VARSITY BOYS BASKETBALL OFFIK	
							<b>Check Total:</b>	<b>\$193.00</b>			
001	104948	CH	1	05307	BRAUN INTERTEC CORP.	02/23/2024	\$2,100.00	157427	E 06 110 870 000 000 305	BOND PROJECT #22G110.01E GEOTECH	
							<b>Check Total:</b>	<b>\$2,100.00</b>			
001	104949	CH	1	06333	CLIMB THEATRE INC	02/23/2024	\$3,000.00	157430	E 01 110 203 902 000 305	LIBERTY WALKIN IT BACK	
							<b>Check Total:</b>	<b>\$3,000.00</b>			
001	104950	CH	1	10215	CULINEX	02/23/2024	\$76,529.35	157451	E 02 300 770 000 701 401	PO 31700 INDEPENDENCE DISH MACHII	
							<b>Check Total:</b>	<b>\$76,529.35</b>			
001	104951	CH	1	01026	DICK BLICK	02/23/2024	\$4.19	157431	E 01 110 212 000 000 430	PO 32550 LIBERTY AFT SUPPLIES	
							<b>Check Total:</b>	<b>\$4.19</b>			
001	104952	CH	1	10168	GABBERT, LEONARD	02/23/2024	\$193.00	157452	E 11 300 294 112 000 305	B/JV/V BOYS BASKETBALL OFFICIAL VS	
							<b>Check Total:</b>	<b>\$193.00</b>			
001	104953	CH	1	13875	GAGNER, JAMES	02/23/2024	\$125.00	157453	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS L	
							<b>Check Total:</b>	<b>\$125.00</b>			
001	104954	CH	1	13543	GREFSHELM, ELIABETH	02/23/2024	\$440.00	157454	E 11 300 291 132 000 305	ACCOMPANIED STUDENTS FOR SOLO &	
							<b>Check Total:</b>	<b>\$440.00</b>			
001	104955	CH	1	12222	HALLBERG ENGINEERING	02/23/2024	\$6,413.80	157455	E 06 005 870 000 000 305	BOND PROJECT #22C005.01B	
001	104955	CH	1	12222	HALLBERG ENGINEERING	02/23/2024	\$1,040.00	157456	E 15 100 867 000 363 305	INDY FIRE ALARM REPLACEMENT	
							<b>Check Total:</b>	<b>\$7,453.80</b>			
001	104956	CH	1	13565	KUE CONTRACTORS INC	02/23/2024	\$342,950.00	157432	E 06 300 870 000 000 520	BOND 22A HS RENOVATIONS 22E300.01	
							<b>Check Total:</b>	<b>\$342,950.00</b>			
001	104957	CH	1	13178	MIDWEST MACHINERY CO	02/23/2024	\$242.32	157457	E 01 005 810 000 000 350	B&G REPAIRS	
001	104957	CH	1	13178	MIDWEST MACHINERY CO	02/23/2024	\$392.73	157458	E 01 005 810 000 000 401	CUTTING EDGE KIT UTV	
							<b>Check Total:</b>	<b>\$635.05</b>			

# Big Lake Public Schools, ISD #727

## Payment Reg by Check-No Voids

Payment Date Range: 7/1/2023 - 2/29/2024

Bank	Check No	Ty	Grp Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001	104958	CH	1 06411	MISSISSIPPI 8 CONFERENCE	02/23/2024	\$894.00	157438	E 11 300 292 153 000 305	JV WRESTLING CHAMPIONSHIP 02/10/2
						<b>Check Total:</b>	<b>\$894.00</b>		
001	104959	CH	1 12907	MOEN, HUNTER	02/23/2024	\$125.00	157459	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS I
						<b>Check Total:</b>	<b>\$125.00</b>		
001	104960	CH	1 13016	NORTHLAND REFRIGERATION INCORP	02/23/2024	\$678.55	157461	E 01 300 810 000 000 350	HS GIRLS LOCKER ROOM/AIR HANDLEF
						<b>Check Total:</b>	<b>\$678.55</b>		
001	104961	CH	1 07002	NYSTROM PUBLISHING CO., INC.	02/23/2024	\$260.90	157433	E 01 005 107 000 000 401	HAPPY BIRTHDYA POSTCARD
						<b>Check Total:</b>	<b>\$260.90</b>		
001	104962	CH	1 07890	PMA ASSET MANAGEMENT, LLC	02/23/2024	\$260.23	157434	E 45 005 935 000 000 305	ASSETS JANUARY 2024
						<b>Check Total:</b>	<b>\$260.23</b>		
001	104963	CH	1 13604	Push Pedal Pull	02/23/2024	\$49,137.00	157460	E 04 500 505 000 321 530	CARDIO EQUIPMENT PER QUOTE #9271
001	104963	CH	1 13604	Push Pedal Pull	02/23/2024	\$0.00	157460	E 04 500 505 000 321 530	QUOTE INCLUDES DELIVERY AND INST
001	104963	CH	1 13604	Push Pedal Pull	02/23/2024	\$0.00	157460	E 04 500 505 000 321 530	DELIVERY DATE TO BE COORDINATED \
001	104963	CH	1 13604	Push Pedal Pull	02/23/2024	\$3,156.00	157460	E 04 500 505 000 321 530	UPGRADE TREADMILLS TO 800 SERIES
001	104963	CH	1 13604	Push Pedal Pull	02/23/2024	\$141,357.49	157462	E 06 300 870 000 000 530	Bond Project ID # 22E300.05F-Weight Syst
001	104963	CH	1 13604	Push Pedal Pull	02/23/2024	\$2,274.30	157463	E 04 500 505 000 321 530	PREVENTATIVE MAINTENANCE FOR 3 Y
						<b>Check Total:</b>	<b>\$195,924.79</b>		
001	104964	CH	1 13799	RIEDEMAN, BEN	02/23/2024	\$125.00	157464	E 11 300 294 112 000 305	JV/V BOYS BASKETBALL OFFICIAL VS D
001	104964	CH	1 13799	RIEDEMAN, BEN	02/23/2024	\$125.00	157465	E 11 300 296 127 000 305	JV/V GIRLS BASKETBALL OFFICIAL VS I
						<b>Check Total:</b>	<b>\$250.00</b>		
001	104965	CH	1 12564	RUSSELL SECURITY RESOURCE, INC.	02/23/2024	\$7,827.00	157466	E 06 300 870 000 000 520	ADA OPERATORS AND INSTALLATION P
						<b>Check Total:</b>	<b>\$7,827.00</b>		
001	104966	CH	1 13322	STYLE CATERING	02/23/2024	\$538.92	157435	E 01 300 790 000 699 490	CORY GREENWOOD LUNCH
						<b>Check Total:</b>	<b>\$538.92</b>		
001	104967	CH	1 12709	UNITED BUS SALES	02/23/2024	\$1,680.00	157467	E 01 005 760 000 000 548	HITCH-WIRE & INSTALL (CRYSTAL WELI
001	104967	CH	1 12709	UNITED BUS SALES	02/23/2024	\$1,699.19	157468	E 01 005 760 000 000 548	CAMERAS, INSTALL & WIRE1PROVISION
001	104967	CH	1 12709	UNITED BUS SALES	02/23/2024	(\$2,244.38)	157469	E 01 005 760 000 000 548	CREDIT
						<b>Check Total:</b>	<b>\$1,134.81</b>		
001	104968	CH	1 05640	VIKING SEWER & DRAIN CLEANING	02/23/2024	\$390.00	157470	E 01 300 810 000 000 305	HS BOYS BATHROOM REPAIRS
						<b>Check Total:</b>	<b>\$390.00</b>		
001	104969	CH	1 12651	WESTERN PSYCHOLOGICAL SERVICE	02/23/2024	\$63.00	157439	E 12 110 401 000 740 433	W-688A - Arizona-4 Word and Sentence Ai
001	104969	CH	1 12651	WESTERN PSYCHOLOGICAL SERVICE	02/23/2024	\$75.00	157439	E 12 110 401 000 740 433	W-685A - CASL-2 Preschool Forms
001	104969	CH	1 12651	WESTERN PSYCHOLOGICAL SERVICE	02/23/2024	\$80.00	157439	E 12 110 401 000 740 433	w-685B - CASL-2 Comprehensive Forms

### Big Lake Public Schools, ISD #727

#### Payment Reg by Check-No Voids

Payment Date Range: 7/1/2023 - 2/29/2024

Bank	Check No	Ty	Grp	Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description	
001	104969	CH	1	12651	WESTERN PSYCHOLOGICAL SERVICE	02/23/2024	\$21.80	157439	E 12 110 401 000 740 433	Shipping	
<b>Check Total:</b>								<b>\$239.80</b>			
001	104970	CH	1	10633	WOLD ARCHITECTS, INC	02/23/2024	\$1,211.88	157436	E 06 300 870 000 000 305	BOND PROJECT #22E300.01B HS RENO'	
001	104970	CH	1	10633	WOLD ARCHITECTS, INC	02/23/2024	\$941.73	157437	E 06 100 870 000 000 305	BOND PROJECT ID #22D100.01B INDY E	
<b>Check Total:</b>								<b>\$2,153.61</b>			
001	104971	CH	1	01240	WRIGHT TECHNICAL CENTER	02/23/2024	\$24,888.92	157471	E 01 998 211 000 303 390	WRIGHT ACADEMY HIGH SCHOOL JANU	
<b>Check Total:</b>								<b>\$24,888.92</b>			
<b>Bank 001 Total:</b>								<b>\$1,171,833.25</b>			
<b>Report Total:</b>								<b>\$1,171,833.25</b>			

# Big Lake Public Schools, ISD #727

## Payment Reg by Check-No Voids

Payment Date Range: 02/01/2024 - 2/29/2024

				Pay/Void							
Bank	Check No	Ty	Grp Code	Vendor	Date	Amount	Voucher #	Account Code	Description		
001		CC	1 01034	RESOURCE TRAINING & SOLUTIONS	02/01/2024	\$79.00	157151	E 01 005 105 000 000 305	Educational Support Professionals (Brian K		
001		CC	1 01034	RESOURCE TRAINING & SOLUTIONS	02/01/2024	\$79.00	157152	E 01 005 105 000 000 305	Educational Support Professionals (Kathlee		
001		CC	1 01034	RESOURCE TRAINING & SOLUTIONS	02/01/2024	\$685.00	157167	E 11 300 292 129 000 369	HS Knowledge Bowl Sr High		
001		CC	1 01034	RESOURCE TRAINING & SOLUTIONS	02/01/2024	\$115.50	157182	E 01 005 720 000 000 375	Contract Nursing Services		
001		CC	1 01038	CITY OF BIG LAKE	02/01/2024	\$1,206.79	157205	E 01 110 810 000 000 332	Water/Sewer 11.03.23-12.05.23 Liberty		
001		CC	1 01038	CITY OF BIG LAKE	02/01/2024	\$1,203.59	157207	E 01 100 810 000 000 332	Water/Sewer 11.03.23-12.05.23 Indy		
001		CC	1 01038	CITY OF BIG LAKE	02/01/2024	\$33.24	157208	E 01 005 810 000 000 332	Water/Sewer 11.21.23-12.20.23 Admission		
001		CC	1 01038	CITY OF BIG LAKE	02/01/2024	\$33.24	157209	E 01 005 810 000 000 332	Water/Sewer 11.21.23-12.20.23 Bathrooms		
001		CC	1 01038	CITY OF BIG LAKE	02/01/2024	\$3,223.72	157210	E 01 300 810 000 000 332	Water/Sewer 11.03.23-12.05.23 HS		
001		CC	1 01038	CITY OF BIG LAKE	02/01/2024	\$1,653.61	157211	E 01 201 810 000 000 332	Water/Sewer 11.03.23-12.05.23 MS		
001		CC	1 01065	HILLYARD FLOOR CARE	02/01/2024	\$6,491.41	157145	E 01 100 810 000 000 401	PO 32664 Indy Cleaning Supplies		
001		CC	1 01065	HILLYARD FLOOR CARE	02/01/2024	\$103.60	157146	E 01 100 810 000 000 401	PO 32664 Indy Cleaning Supplies		
001		CC	1 01065	HILLYARD FLOOR CARE	02/01/2024	\$2,288.36	157148	E 01 100 810 000 000 401	PO 32664 Indy Cleaning Supplies		
001		CC	1 01065	HILLYARD FLOOR CARE	02/01/2024	\$143.23	157190	E 01 110 810 000 000 401	PO 32611 Liberty Cleaning Supplies		
001		CC	1 01131	STAR TRIBUNE	02/01/2024	\$62.27	157214	E 01 005 020 000 000 820	Subscription	23	
001		CC	1 01146	MONTICELLO PRINTING	02/01/2024	\$23.39	157154	E 01 300 710 000 000 401	PO 32641 Morgan Penner business cards		
001		CC	1 01146	MONTICELLO PRINTING	02/01/2024	\$35.00	157180	E 01 300 790 000 699 401	Business Cards (Sara Pundsack, Melanie I		
001		CC	1 01146	MONTICELLO PRINTING	02/01/2024	\$23.39	157180	E 01 005 110 000 000 401	Business Cards (Sara Pundsack, Melanie I		
001		CC	1 01146	MONTICELLO PRINTING	02/01/2024	\$23.39	157180	E 01 005 105 000 000 401	Business Cards (Sara Pundsack, Melanie I		
001		CC	1 01594	DEPT OF LABOR & INDUSTRY	02/01/2024	\$3,377.96	157141	E 06 110 870 000 000 305	Bond #22G110.03B Building Plan Review (		
001		CC	1 02019	PERFECTION LEARNING CORP	02/01/2024	\$23.16	157128	E 12 300 404 000 740 406	Vagle - AP US History		
001		CC	1 02019	PERFECTION LEARNING CORP	02/01/2024	\$1.71	157128	E 01 005 110 999 000 401	Vagle - AP US History		
001		CC	1 02499	J.W. PEPPER OF MINNEAPOLIS	02/01/2024	\$23.50	157165	E 01 300 258 000 000 430	PO 32419 HS Music Supplies		
001		CC	1 02499	J.W. PEPPER OF MINNEAPOLIS	02/01/2024	\$60.00	157175	E 01 300 258 000 000 430	PO 32419 HS Celebration of Hanukkah		
001		CC	1 02499	J.W. PEPPER OF MINNEAPOLIS	02/01/2024	\$31.80	157177	E 01 300 259 000 000 430	PO 32342 - Winter lullaby		
001		CC	1 02499	J.W. PEPPER OF MINNEAPOLIS	02/01/2024	\$105.00	157183	E 01 300 258 000 000 430	PO 32419 polar Express & Sleighting it		
001		CC	1 02499	J.W. PEPPER OF MINNEAPOLIS	02/01/2024	\$105.49	157189	E 01 300 259 000 000 430	PO 32419 Our Winter Wonderland, Hands		
001		CC	1 02499	J.W. PEPPER OF MINNEAPOLIS	02/01/2024	\$42.00	157189	E 01 300 258 000 000 430	PO 32419 Our Winter Wonderland, Hands		
001		CC	1 02499	J.W. PEPPER OF MINNEAPOLIS	02/01/2024	\$194.99	157215	E 01 300 258 000 000 430	PO 32563 El Toro, Escape from Thunder, I		
001		CC	1 03361	PAXTON-PATTERSON	02/01/2024	\$4,512.83	157143	E 01 300 361 000 830 433	PO 32128 HS Shop Supplies		
001		CC	1 03455	GRAINGER	02/01/2024	\$490.64	157150	E 01 300 810 000 000 401	HS B&G Supplies		
001		CC	1 03455	GRAINGER	02/01/2024	\$616.32	157159	E 01 110 810 000 000 350	PO 3265 Repair Parts		
001		CC	1 03455	GRAINGER	02/01/2024	\$137.65	157162	E 01 201 810 000 000 350	PO 32666 MS Repair Supplies		
001		CC	1 04279	MCPETE'S SPORTS BAR & LANES	02/01/2024	\$14.20	157188	E 01 005 020 000 000 366	Chamber Lunch (Tim)		
001		CC	1 04336	MASBO	02/01/2024	\$125.00	157197	E 01 005 640 000 316 366	MASBO Winter Conference (Angie Manuel		

# Big Lake Public Schools, ISD #727

## Payment Reg by Check-No Voids

Payment Date Range: 02/01/2024 - 2/29/2024

Bank	Check No	Ty	Grp Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001		CC	1 04641	IEA	02/01/2024	\$138.42	157121	E 01 300 810 000 000 305	Bond portion \$2,420.00 33D100.01E
001		CC	1 04641	IEA	02/01/2024	\$892.57	157121	E 05 005 865 000 352 305	Bond portion \$2,420.00 33D100.01E
001		CC	1 04641	IEA	02/01/2024	\$2,420.00	157121	E 06 100 870 000 000 305	Bond portion \$2,420.00 33D100.01E
001		CC	1 04641	IEA	02/01/2024	\$2,775.00	157121	E 05 005 865 000 352 305	Bond portion \$2,420.00 33D100.01E
001		CC	1 05264	BSN SPORTS	02/01/2024	\$324.00	157131	E 11 300 293 114 000 401	PO 32603 HS Black-Half Tight
001		CC	1 05264	BSN SPORTS	02/01/2024	\$235.00	157133	E 11 201 294 111 000 401	PO 32654 MS Mark1 Official League Basel
001		CC	1 05351	HOME DEPOT	02/01/2024	\$188.38	157149	E 01 300 810 000 000 401	HS B&G Supplies
001		CC	1 05351	HOME DEPOT	02/01/2024	\$191.81	157203	E 01 005 810 000 000 401	B&G Supplies
001		CC	1 05430	MMEA	02/01/2024	\$200.00	157129	E 01 300 259 000 000 366	B.Hawkins MMEA Conference
001		CC	1 05430	MMEA CLINIC	02/01/2024	\$175.00	157206	E 01 110 203 902 000 366	Music Conference
001		CC	1 05473	MASA	02/01/2024	\$329.00	157139	E 01 005 640 000 316 366	2024 MASA/MASE Spring Conference (Tin
001		CC	1 05473	MASA	02/01/2024	\$329.00	157140	E 01 005 640 000 316 366	2024 MASA/MASE Spring Conference (Mir
001		CC	1 05599	SUBWAY	02/01/2024	\$155.88	157127	E 01 300 211 000 320 490	American Indian
001		CC	1 05640	VIKING SEWER & DRAIN CLEANING	02/01/2024	\$253.50	157147	E 01 201 810 000 000 305	MS B&G Repairs
001		CC	1 06051	FINKEN WATER CENTERS	02/01/2024	\$60.70	157176	E 01 100 810 000 000 401	Softener Salt 24
001		CC	1 06051	FINKEN WATER CENTERS	02/01/2024	\$52.45	157176	E 01 110 810 000 000 401	Softener Salt
001		CC	1 06051	FINKEN WATER CENTERS	02/01/2024	\$68.95	157176	E 01 300 810 000 000 401	Softener Salt
001		CC	1 06051	FINKEN WATER CENTERS	02/01/2024	\$31.45	157176	E 01 201 810 000 000 401	Softener Salt
001		CC	1 06130	COBORN'S INC.	02/01/2024	\$40.71	157142	E 01 300 790 000 699 490	Coalition Mtg Donuts
001		CC	1 06130	COBORN'S INC.	02/01/2024	\$33.52	157155	E 01 300 790 000 699 490	Cory Greenwood lunch
001		CC	1 06130	COBORN'S INC.	02/01/2024	\$22.98	157156	E 01 005 640 000 316 490	Crackers
001		CC	1 07123	SOCIETY FOR HUMAN RESOURCE MA	02/01/2024	\$244.00	157132	E 01 005 105 000 000 820	Professional Membership (Sue) Society Fr
001		CC	1 07785	CARIBOU COFFEE CO	02/01/2024	\$9.43	157198	E 01 300 790 000 699 490	Coffee for Meeting
001		CC	1 08066	TARGET	02/01/2024	\$76.73	157184	E 04 500 580 000 325 401	ECFE Supplies
001		CC	1 08198	ROCHESTER TELECOM SYSTEMS INC	02/01/2024	\$5.32	157192	E 04 500 505 000 321 305	CE Long Distance December 2023
001		CC	1 08198	ROCHESTER TELECOM SYSTEMS INC	02/01/2024	\$25.01	157193	E 01 110 810 000 000 320	Liberty Long Distance December 2023
001		CC	1 08198	ROCHESTER TELECOM SYSTEMS INC	02/01/2024	\$22.64	157194	E 01 300 810 000 000 320	HS Long Distance December 2023
001		CC	1 08198	ROCHESTER TELECOM SYSTEMS INC	02/01/2024	\$11.96	157196	E 01 201 810 000 000 320	MS Long distance December 2023
001		CC	1 08198	ROCHESTER TELECOM SYSTEMS INC	02/01/2024	\$17.84	157200	E 01 100 810 000 000 320	Indy Long Distance December 2023
001		CC	1 08347	WALMART	02/01/2024	\$30.72	157158	E 01 110 203 902 000 401	Classroom - Vaseline & Qips for chapped li
001		CC	1 08347	WALMART	02/01/2024	\$154.84	157166	E 01 005 241 204 000 490	Staff Wellness
001		CC	1 08347	WALMART	02/01/2024	\$63.18	157179	E 04 500 570 000 321 401	KC, SR, ECFE Supplies
001		CC	1 08347	WALMART	02/01/2024	\$16.44	157179	E 04 500 596 000 344 430	KC, SR, ECFE Supplies
001		CC	1 08347	WALMART	02/01/2024	\$39.44	157179	E 04 500 580 000 325 430	KC, SR, ECFE Supplies
001		CC	1 08465	INNOVATIVE OFFICE SOLUTIONS	02/01/2024	\$60.20	157170	E 01 100 203 000 000 401	PO 32668 Construction Paper

# Big Lake Public Schools, ISD #727

## Payment Reg by Check-No Voids

Payment Date Range: 02/01/2024 - 2/29/2024

Bank	Check No	Ty	Grp Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001		CC	1 08465	INNOVATIVE OFFICE SOLUTIONS	02/01/2024	\$154.98	157181	E 01 300 211 000 000 401	PO 32648 HS Supplies
001		CC	1 09044	MENARDS - ELK RIVER	02/01/2024	\$2,849.75	157137	E 01 300 361 000 830 433	HS Shop Supplies
001		CC	1 09044	MENARDS - ELK RIVER	02/01/2024	\$59.70	157173	E 01 005 810 000 000 401	B&G Supplies
001		CC	1 09062	CUSTOMINK, LLC	02/01/2024	\$438.72	157130	E 11 300 288 129 000 401	PO 32655 HS Knowledge Bowl Hanes Eco
001		CC	1 09217	HORIZON COMMERCIAL POOL SUPPL	02/01/2024	\$708.30	157157	E 01 300 810 000 000 404	HS Pool Supplies
001		CC	1 09728	FEDERATED CO-OPS	02/01/2024	\$689.74	157160	E 01 005 810 000 000 440	B&G Diesel
001		CC	1 10327	NORTHERN AIR CORPORATION	02/01/2024	\$5,768.38	157185	E 01 100 810 000 000 350	Indy B&G Repairs
001		CC	1 10349	GK ELITE SPORTSWEAR, L.P.	02/01/2024	\$1,790.78	157174	E 11 300 296 122 000 434	PO 32376 Gymnastics Supplies
001		CC	1 10349	GK ELITE SPORTSWEAR, L.P.	02/01/2024	\$3,069.90	157174	E 11 300 296 122 000 434	PO 32376 Gymnastics Supplies
001		CC	1 10349	GK ELITE SPORTSWEAR, L.P.	02/01/2024	\$24.13	157174	E 11 300 295 122 000 401	PO 32376 Gymnastics Supplies
001		CC	1 10349	GK ELITE SPORTSWEAR, L.P.	02/01/2024	\$139.32	157174	E 11 300 296 122 000 434	PO 32376 Gymnastics Supplies
001		CC	1 10349	GK ELITE SPORTSWEAR, L.P.	02/01/2024	\$372.32	157174	E 11 300 295 122 000 401	PO 32376 Gymnastics Supplies
001		CC	1 10498	PEARSON EDUCATION, INC.	02/01/2024	\$61.10	157161	E 12 110 401 000 740 433	PO 32629 4 Record forms Qty 25
001		CC	1 10575	CONSTANT CONTACT	02/01/2024	\$227.00	157212	E 04 500 505 000 321 305	CE Marketing
001		CC	1 10619	4IMPRINT	02/01/2024	\$1,452.81	157124	E 01 300 790 000 699 401	PCN Giveaways 25
001		CC	1 12129	SIPTRUNK, INC	02/01/2024	\$72.09	157213	E 01 005 630 000 000 320	Backup Phones
001		CC	1 12304	SAM'S CLUB	02/01/2024	\$129.70	157122	E 01 300 211 000 000 401	Hornet Hospt. and Teacher Items
001		CC	1 12304	SAM'S CLUB	02/01/2024	\$144.79	157122	E 01 300 298 918 000 490	Hornet Hospt. and Teacher Items
001		CC	1 12418	USPS	02/01/2024	\$12.05	157135	E 01 400 203 000 000 329	Postage
001		CC	1 12418	USPS	02/01/2024	\$9.00	157144	E 11 300 292 000 000 329	Athletics Postage
001		CC	1 12418	USPS	02/01/2024	\$20.20	157153	E 01 400 203 000 000 329	Postage
001		CC	1 12418	USPS	02/01/2024	\$10.20	157191	E 01 400 203 000 000 329	Online Postage
001		CC	1 12511	PANERA BREAD	02/01/2024	\$57.75	157164	E 01 300 790 000 699 490	Coffee and Connect, PCN Grant, Randi CC
001		CC	1 12592	DEPT OF NATURAL RESOURCE	02/01/2024	\$1,063.08	157134	E 01 005 810 000 000 305	Water Use & Summer Surcharge
001		CC	1 12851	NEW YORK TIMES	02/01/2024	\$20.00	157201	E 01 300 220 000 000 430	English Dept.
001		CC	1 13072	CINTAS CORPORATION NO 2	02/01/2024	\$140.39	157178	E 01 300 810 350 000 305	Uniform Services December 2023 (\$2.84 d
001		CC	1 13072	CINTAS CORPORATION NO 2	02/01/2024	\$140.34	157178	E 01 100 810 350 000 305	Uniform Services December 2023 (\$2.84 d
001		CC	1 13072	CINTAS CORPORATION NO 2	02/01/2024	\$140.36	157178	E 01 201 810 350 000 305	Uniform Services December 2023 (\$2.84 d
001		CC	1 13072	CINTAS CORPORATION NO 2	02/01/2024	\$140.31	157178	E 01 110 810 350 000 305	Uniform Services December 2023 (\$2.84 d
001		CC	1 13072	CINTAS CORPORATION NO 2	02/01/2024	(\$2.84)	157178	E 01 300 810 350 000 305	Uniform Services December 2023 (\$2.84 d
001		CC	1 13185	PATRIOT NEWS MN	02/01/2024	\$337.50	157187	E 06 110 870 000 000 305	Legal Ads
001		CC	1 13185	PATRIOT NEWS MN	02/01/2024	\$262.50	157187	E 01 005 010 000 000 305	Legal Ads
001		CC	1 13185	PATRIOT NEWS MN	02/01/2024	\$62.50	157187	E 01 005 010 000 000 305	Legal Ads
001		CC	1 13229	VISTA OUTDOOR SALES	02/01/2024	\$9,600.00	157138	E 11 300 292 154 000 401	Trap 12 Gauge 8 BX
001		CC	1 13264	BIG SKY RESORT	02/01/2024	\$305.77	157123	E 01 300 790 000 699 368	Sara Lodging MSI

### Big Lake Public Schools, ISD #727

#### Payment Reg by Check-No Voids

Payment Date Range: 02/01/2024 - 2/29/2024

Bank	Check No	Ty	Grp Code	Vendor	Pay/Void Date	Amount	Voucher #	Account Code	Description
001		CC	1 13264	BIG SKY RESORT	02/01/2024	\$293.49	157125	E 01 300 790 000 699 368	Ben's MSI Lodging
001		CC	1 13277	JELLYFISH GRAPHICS	02/01/2024	\$1,717.00	157136	E 01 300 790 000 699 401	Coalition Shirts
001		CC	1 13277	JELLYFISH GRAPHICS	02/01/2024	\$998.00	157168	E 01 300 790 000 699 401	Ice Packs
001		CC	1 13484	STICKER MULE	02/01/2024	\$198.00	157199	E 01 110 203 902 000 401	Window clings for kindergarten registration
001		CC	1 13484	STICKER MULE	02/01/2024	\$14.60	157199	E 01 005 110 999 000 401	Window clings for kindergarten registration
001		CC	1 13484	STICKER MULE	02/01/2024	(\$14.60)	157216	E 01 005 110 999 000 401	refund on taxes
001		CC	1 13521	FULL COMPASS SYSTEMS LTD	02/01/2024	\$5,228.00	157195	E 04 500 585 157 332 555	CE Musical
001		CC	1 13521	FULL COMPASS SYSTEMS LTD	02/01/2024	\$2,277.76	157195	E 05 005 630 000 795 555	CE Musical
001		CC	1 13839	THE NICOLLET DINER	02/01/2024	\$75.93	157171	E 01 005 010 000 000 490	MSBA Conference Lunch (Tim, Ashley & Tr
001		CC	1 13840	ALLIED CLC LOT	02/01/2024	\$15.00	157169	E 01 005 020 000 000 366	MSBA Conference Parking Lot Fee (Tim)
001		CC	1 13854	JIFFYSHIRTS.COM	02/01/2024	\$352.20	157126	E 11 300 298 901 301 401	PO 32714 T-Shirts
001		CC	1 13857	LIVES IN THE BALANCE	02/01/2024	\$228.89	157163	E 01 100 605 000 000 366	CPS training - S. Pierce
001		CC	1 13858	GEHL FOODS INC	02/01/2024	\$99.00	157172	E 11 300 298 000 000 401	HS Concessions (Dispenser)
001		CC	1 13859	PLAY BALL! MINNESOTA	02/01/2024	\$82.50	157202	E 11 300 296 125 000 366	HS Girls Softball Supplies (PlayBall MN)
001		CC	1 13860	ARROWWOOD LODGE AT BRAINERD	02/01/2024	\$5,283.00	157204	E 01 300 790 000 699 366	Youth Leadership November 202326

**Check Total: \$84,386.44**

**Bank 001 Total:**

**Report Total:**

<b>February 2024 Personnel</b>				
<b>Employee (Last, First Name)</b>	<b>Position</b>	<b>Building</b>	<b>Effective Date</b>	<b>Action Type</b>
Fimon, Alyssa	School Monitor	Liberty	02/01/2024	Resignation
Vogel, Shelby	Paraeducator	Middle School	01/31/2024	New Hire
Reeves, Ana	Paraeducator	Liberty	02/05/2024	Transfer
Griffitts, Alex	Building Custodian	Liberty	02/21/2024	New Hire
Holmwig, Jennifer	School Monitor	Liberty	02/21/2024	New Hire
Kasper, Brian	School Monitor	Independence	02/23/2024	Resignation

## **EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS**

### **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 individualized education programs (IEPs) 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) Observations 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. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
34 C.F.R. Part 300 (Assistance to States for the Education of Children with Disabilities)

***Cross References:*** None

## ENROLLMENT OF NONRESIDENT STUDENTS

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

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

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minnesota Statutes section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

- 1) possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
- 2) possessing or using an illegal drug at school or a school function;
- 3) selling or soliciting the sale of a controlled substance while at school or a school function; or
- 4) committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

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

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

D. Application.

The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education and available on their website (education.mn.gov). Go to “Students and Families,” then, under “School Choice,” select “Open Enrollment.” The form is entitled, “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education.”

#### E. Lotteries.

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

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

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

#### F. Exclusion

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

#### G. Termination of Enrollment

- 1) The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes chapter 260A, and the student’s case has been referred to juvenile court. A “habitual truant” is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, subdivision 8. The school district may also terminate the enrollment of a

- nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, subdivision 8.
- 2) 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.
- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

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

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

## DNR-DNI ORDERS

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

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

**Cross References:** None



## **POLICIES INCORPORATED BY REFERENCE**

### **PURPOSE**

Certain policies as contained in the school district's policies are applicable to students as well as to employees. To avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies that also apply to students:

Model Policy 413	Harassment and Violence
Model Policy 417	Chemical Use and Abuse
Model Policy 418	Drug-Free Workplace/Drug-Free School
Model Policy 419	Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices
Model Policy 420	Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

*Legal References:* None

*Cross References:* None



## SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

### I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards, Minnesota State, 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 curriculum and instructional goals that align with the statutory "world's best workforce" and Big Lake Schools Strategic Plan.

### III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist", as defined in Minnesota Statutes, section 120B.11, 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", as defined in Minnesota Statutes, section 120B.11, 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", as defined in Minnesota Statutes, section 120B.11, 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; 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; 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. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, 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, according to Minnesota Statute 120B.11, 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.35, subdivision 3, paragraph (b) (2);
  - 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 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;
  - 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 underrepresented 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 8, or 122A.41, subdivision 5;
  - 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;
  - 5) a process to examine the equitable distribution of teachers and strategies to ensure children in low-income 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, 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 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.
- 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 621 (Reading and the Read Act)

***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 (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)



## **CURRICULUM DEVELOPMENT**

### **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 and Minnesota State Statutes.

### **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 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, 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 must comprise at least two-thirds of advisory committee members.
- C. The District Advisory Committee 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 must recommend to the school board
  - 1) rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, 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,
  - 4) strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population, as required in Minnesota State Statute 120B.11;
  - 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, as required in Minnesota State Statute 120B.11;  
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

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.

D. Report to the Board on an annual basis changes to the course of study offered in Big Lake Schools

**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)

## LITERACY AND THE READ ACT

### 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 literacy instruction" 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. A district or charter school is strongly encouraged to 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 or a screener identified by the Department of Education under section 120B.123. 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



## **STUDENT LEARNING PROGRAM AND SERVICES**

- I. Big Lake Schools shall offer a comprehensive educational program that complies with or exceeds the requirements of state and federal law; leads to the development of all students; and, provides for the achievement of the District Mission and Vision.
- II. Big Lake Schools may enter into cooperative agreements with other community agencies, school divisions, governmental bodies and educational organizations to assure student and staff safety, provide expanded programs and services for students/community members and to maximize taxpayer investments in this community.
- III. Big Lake Schools shall:
  - A. Provide for effective curriculum development and lead in its district-wide implementation;
  - B. Assure that the needs of all learners are met by the content contained and methods used;
  - C. Communicate effectively to promote system-wide curriculum articulation;
  - D. Allocate necessary resources to provide educational research services to inform decision-making regarding programs offered;
  - E. Report to the Board of an annual basis changes to the course of study offered in Big Lake Public Schools;
  - F. Assure that the curriculum and programs offered in Big Lake Schools provide for equal education opportunities, multi-cultural and gender fair content and materials for all learners.
- IV. Learning programs offered in Big Lake Schools, will achieve the following learner goals:
  - A. General Learning Programs
    1. Drug Education: Students will understand the impact of illegal and legal drug use.
    2. Media Services: Will support regular and special learning programs and to enhance students' abilities to acquire and apply information through the use of educational media and technology.
    3. Mathematics: Students will demonstrate: an understanding of the concepts of mathematics; skills to compute accurately; and, the ability to combine the understanding of concepts and computational skills to solve word problems.

4. Physical Education: All students will develop physical skills in sports and recreational activities; acquire knowledge and appreciation of sports and physical activities; and demonstrate attributes of good sportsmanship.
5. Reading and Language Arts: Students will have the knowledge and skills in reading, writing, listening and public speaking to enable them to use language correctly and proficiently and to become critical and appreciative readers.
6. Social Studies: Students will demonstrate knowledge, comprehension and skill in history, geography, civics, economics and culture in order to prepare students to become responsible citizens in a democratic society.

#### B. Other Learning Programs and Opportunities

1. Independent Study: Big Lake Schools will provide program that recognizes individual differences in interests and abilities and encourages student initiative and self-direction in learning. Independent study may cover a broad range of learning activities e.g., development of basic skills, cultural enrichment, personal investigations, group projects, individual expressing in music, art, speech, writing or physical activities.
2. Student Activities: Students will achieve personal growth and gain organizational experience and leadership skills in a wide-range of co-curricular activities including student government, student publications and school and community service. Performance and presentation opportunities will be provided in art and music.
3. Student Athletics: Students will demonstrate the skills, knowledge and responsible personal and social behaviors such as good sportsmanship and teamwork necessary for participation in sports and activities on a continuum from casual involvement to pursuit of physical fitness to more advanced competition.

#### C. Pupil Personnel Service Programs

1. Guidance: Students will attain personal and educational development through the use of a variety of services with major focus on school program planning; college and career counseling; individual and group counseling; and group guidance services addressing the needs of students.
2. Special Education: Students with disabilities will learn the same body of knowledge presented in the regular education environment to the extent possible through modification and adaptation of the curriculum, instructional methodology, and materials. The District will offer a comprehensive continuum of special education services to meet students' needs.
3. Student Health Services will provide for:

- a. School-based monitoring of required health and immunization assessments;
- b. Emergency care and promotion of healthy environments and behaviors
- c. Health care referrals
- d. Clear expectations regarding the use and administration of prescribed medicines for students

***Rationale:*** *In a world endlessly shaped and reshaped by the evolution or revolution of peoples and ideologies, the one goal, which remains steadfast, is the acquisition and application of knowledge. Big Lake Schools, affirms its responsibility to enable each student to reach this educational goal. Big Lake Public Schools is also committed to the development of each person as a healthy, purposeful, and productive citizen while providing maximum value for the local citizens that provide the resourced for the District.*

***Legal References:*** Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.022 (Elective Standards)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

The following resolution was moved by \_\_\_\_\_ and seconded by \_\_\_\_\_:

**RESOLUTION ACCEPTING DONATIONS**

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: “The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”; and

WHEREAS, Minnesota Statutes 465.03 provides: “Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full.”; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Big Lake Schools, ISD 727, gratefully accepts the following donations as identified below:

Donor	Item	Designated Purpose (if any)
Revele Club-Dance Booster	\$3,004.98	Assistant Coaches salary
Big Lake Spud Fest	\$5,000.00	2024 Prom
Big Lake Elementary PTO	\$3,000.00	Climb Theatre performances that benefit student’s social emotional wellbeing
BLYVBA	\$270.00	Volleyball spandex purchase

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted on February 22, 2024.

**ISD #727 2023-2024 Revised Budget**

January 2024

	<b>Audited Fund Balance June 30,2023</b>	<b>Revenue Budget 23-24</b>	<b>Expenditure Budget 23-24</b>	<b>Projected Net Change Incr(Decr) in Fund Balance</b>	<b>Transfers</b>	<b>Budgeted Fund Balance June 30,2024</b>
<b>General:</b>						
Restricted -						
Long Term Facilities Maintenance	\$ 135,484	\$ 394,396	\$ 352,597	\$ 41,799	\$ -	\$ 177,283
Operating Capital	\$ 577,380	\$ 771,155	\$ 1,115,036	\$ (343,881)	\$ -	\$ 233,499
Capital Projects Levy	\$ 509,069	\$ 669,369	\$ 643,357	\$ 26,012	\$ -	\$ 535,081
Staff Development	\$ 162,615	\$ 494,721	\$ 503,164	\$ (8,443)	\$ -	\$ 154,172
Basic Skills	\$ 3,236	\$ 1,775,909	\$ 1,172,378	\$ 603,531	\$ -	\$ 606,767
School Library Aid	\$ -	\$ 55,808	\$ -	\$ 55,808	\$ -	\$ 55,808
Literacy Incentive Aid	\$ -	\$ 140,673	\$ 116,461	\$ 24,212	\$ -	\$ 24,212
Third Party/Medical Assistance	\$ 329,506	\$ 75,000	\$ 133,279	\$ (58,279)	\$ -	\$ 271,227
Area Learning Center (ALC)	\$ 82,017	\$ 309,591	\$ 344,343	\$ (34,752)	\$ -	\$ 47,265
Scholarships	\$ 24,150	\$ 18,000	\$ 18,000	\$ -	\$ -	\$ 24,150
Student Activities	\$ 27,067	\$ 2,300	\$ 8,300	\$ (6,000)	\$ -	\$ 21,067
Committed for Severance	\$ 1,141,143	\$ -	\$ 18,583	\$ (18,583)	\$ -	\$ 1,122,560
Committed for Liberty Shelter	\$ 29,120	\$ -	\$ 29,120	\$ (29,120)	\$ -	\$ -
Assigned for Q Comp	\$ 48,885	\$ 843,148	\$ 806,211	\$ 36,937	\$ -	\$ 85,822
Assigned for Athletics and Activities	\$ 139,118	\$ 1,185,194	\$ 1,220,885	\$ (35,691)	\$ -	\$ 103,427
Assigned for Building Level Activities	\$ 142,910	\$ 42,506	\$ 68,774	\$ (26,268)	\$ -	\$ 116,642
Other Assigned Fund Balances	\$ 641,628	\$ 1,594,277	\$ 1,368,575	\$ 225,702	\$ -	\$ 867,330
Nonspendable for Prepaid Items	\$ 95,239	\$ -	\$ -	\$ -	\$ -	\$ 95,239
Unassigned Fund Balance	\$ 7,061,769	\$ 39,727,978	\$ 38,965,181	\$ 762,797	\$ -	\$ 7,824,566
Subtotal	\$ 11,150,336	\$ 48,100,025	\$ 46,884,244	\$ 1,215,781	\$ -	\$ 12,366,117
<b>Food Service:</b>						
Restricted	\$ 767,795	\$ 2,446,092	\$ 2,680,040	\$ (233,948)	\$ -	\$ 533,847
Nonspendable for Inventory	\$ 38,540	\$ -	\$ -	\$ -	\$ -	\$ 38,540
Subtotal	\$ 806,335	\$ 2,446,092	\$ 2,680,040	\$ (233,948)	\$ -	\$ 572,387
<b>Community Service:</b>						
Restricted -						
Community Education	\$ 1,096,721	\$ 2,177,689	\$ 2,151,016	\$ 26,673	\$ (9,327)	\$ 1,114,067
ECFE	\$ 127,743	\$ 296,222	\$ 302,872	\$ (6,650)	\$ -	\$ 121,093
School Readiness	\$ (33,411)	\$ 472,637	\$ 521,721	\$ (49,084)	\$ -	\$ (82,495)
Preschool Screening	\$ -	\$ 19,150	\$ 28,477	\$ (9,327)	\$ 9,327	\$ -
Subtotal	\$ 1,191,053	\$ 2,965,698	\$ 3,004,086	\$ (38,388)	\$ -	\$ 1,152,665
<b>Building Construction Fund</b>						
Restricted -						
Long-Term Facilities Maintenance	\$ 533,759	\$ 25,000	\$ 558,759	\$ (533,759)	\$ -	\$ -
Referendum Projects	\$ 17,949,714	\$ 400,000	\$ 9,169,299	\$ (8,769,299)	\$ -	\$ 9,180,415
	\$ 18,483,473	\$ 425,000	\$ 9,728,058	\$ (9,303,058)	\$ -	\$ 9,180,415
<b>Debt Service - Restricted</b>	\$ 1,461,559	\$ 6,491,981	\$ 6,464,376	\$ 27,605	\$ -	\$ 1,489,164
<b>OPEB Irrevocable Trust Fund</b>	\$ 1,280,635	\$ 50,000	\$ 164,419	\$ (114,419)	\$ -	\$ 1,166,216
<b>Total</b>	\$ 34,373,391	\$ 60,478,796	\$ 68,925,223	\$ (8,446,427)	\$ -	\$ 25,926,964

**SUMMARY OF YTD 23-24 BUDGET ADJUSTMENTS**

*\*Denotes Specific School Board Approval*

AMOUNT	DATE
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**GENERAL FUND:**

**REVENUE:**

Original Budget	\$46,449,691	* Jun-23
-Decrease unemployment revenue for revised estimate of costs based upon summer 2023 actual costs	(\$175,000)	* Nov-23
-Adjust reimbursement revenue budgets for changes in estimates: SNW coop, Becker ISD, P-EBT	\$75,073	* Dec-23
-Establish budget for Emergency Connectivity Grant; rev=exp	\$100,800	* Dec-23
-Establish budget for additional Bridges grant; rev=exp	\$15,000	* Dec-23
-Hail claim insurance proceeds	\$1,579,823	* Dec-23
-Increase investment earnings budgets for surplus cash flow & increased rates of return	\$129,866	* Dec-23
-Increase SPED aid estimate from updated aid report from MDE	\$100,000	* Dec-23
-Establish budget for coop student support personnel aid; rev=exp	\$38,607	* Dec-23
-Various state aid revisions based upon revised entitlement reports from MDE	(\$30,814)	* Dec-23
-Increase summer term unemployment reimbursement aid from revised forecast from MDE	\$125,000	* Dec-23
-Adjust tax levy budgets based upon revised estimates	(\$13,154)	* Dec-23
-Decrease general education aid revenue budgets for decreased enrollment	(\$530,378)	* Dec-23
-Adjust Title grant revenue budgets based on staffing revisions & revised estimates	\$1,117	* Dec-23
-Adjust rev/exp budgets for 22-23 deferred revenue; rev=exp	\$33,956	* Dec-23
-Adjust various grant revenue budgets	\$199,438	* Jan-24
-Adjust rev and exp budget for donation received	\$1,000	* Jan-24

**NET CURRENT REVENUE BUDGET**

\$48,100,025

**GENERAL FUND:**

**EXPENSE:**

Original Budget	\$46,071,129	* Jun-23
-Decrease unemployment exp for revised estimate based upon summer 2023 actual unemployment costs	(\$384,254)	* Nov-23
-Revise tuition budgets based on enrollment	(\$37,000)	* Dec-23
-Staffing budget revision #1: adjust for known hiring costs and benefits	(\$517,178)	* Dec-23
-Adjusts property/liability insurance budget due to increase in cybersecurity insurance	\$21,222	* Dec-23
-Establish budget for Emergency Connectivity Grant; rev=exp	\$100,800	* Dec-23
-Establish budget for additional Bridges grant; rev=exp	\$15,000	* Dec-23
-Estimate of hail claim 23-24 roof repair expenses; roof repair project to occur summer 2024	\$800,000	* Dec-23
-Budget for activities bus purchase; cost to come from 22-23 assigned fund balance	\$117,422	* Dec-23
-Add facilities equipment budgets; costs to come 22-23 assigned fund balance	\$203,983	* Dec-23
-Add curriculum budgets; costs to come from 22-23 assigned fund balance	\$75,000	* Dec-23
-Establish budget for coop student support personnel aid; rev=exp	\$38,607	* Dec-23
-Adjust Title and PCN non-staffing budgets for revised estimates	(\$2,741)	* Dec-23
-Adjust rev/exp budgets for 22-23 deferred revenue; rev=exp	\$33,956	* Dec-23
-Adjust various grant expense budgets	\$296,571	* Jan-24
-Increase operating capital budget for approved expensee	\$4,589	* Jan-24
-Adjust for replacement of copiers from Assigned Fund Balance	\$22,918	* Jan-24
-Adjust rev and exp budget for donation received	\$1,000	* Jan-24
-Add expenditure budgets for SPED expenses from Reserve for MA fund balance	\$23,220	* Jan-24

**NET CURRENT EXPENSE BUDGET**

\$46,884,244

**SUMMARY OF YTD 23-24 BUDGET ADJUSTMENTS**

*\*Denotes Specific School Board Approval*

**FOOD SERVICE FUND:**

**REVENUE:**

Original Budget	\$2,399,363	*	Jun-23
-\$40,000 reimbursement from Chartwells; equipment rec'd in 23-24	\$40,000	*	Sep-23
-Increase investment earnings budgets for surplus cash flow & increased rates of return	\$6,729	*	Dec-23

**NET CURRENT REVENUE BUDGET**

\$2,446,092

**EXPENSE:**

Original Budget	\$2,528,694	*	Jun-23
- Increase equipment budget for 22-23 budgeted equipment rec'd in July 2023	\$151,638	*	Sep-23
-Staffing budget revision #1: adjust for known hiring costs and benefits	(\$292)	*	Dec-23

**NET CURRENT EXPENSE BUDGET**

\$2,680,040

**COMMUNITY SERVICE FUND:**

**REVENUE:**

Original Budget	\$2,866,263	*	Jun-23
-Increase investment earnings budgets for surplus cash flow & increased rates of return	\$15,520	*	Dec-23
-Update ECFE and Home Visiting aid estimates	\$7,778	*	Dec-23
-Adjust tax levy budgets based upon revised estimates	(\$257)	*	Dec-23
-Incr revenue estimates for gymnastics, donations, Kid's Club, & Hive Time; increased enrollment	\$75,988	*	Dec-23
-Adjust ESSER summer recovery grant budget	\$406	*	Jan-24

**NET CURRENT REVENUE BUDGET**

\$2,965,698

**EXPENSE:**

Original Budget	\$2,905,975	*	Jun-23
-Staffing budget revision #1: adjust for known hiring costs and benefits/increased enrollment	\$48,573	*	Dec-23
-Increased non-staffing costs for equipment, increased programming, Kid's Club fieldtrips, & other exp	\$37,870	*	Dec-23
-Add budget for replacement of copier	\$11,279	*	Jan-24
-Adjust ESSER summer recovery grant budget	\$389	*	Jan-24

**NET CURRENT EXPENSE BUDGET**

\$3,004,086

**BUILDING CONSTRUCTION FUND**

**REVENUE:**

Original Budget	\$225,000	*	Jun-23
-Increase investment earnings budgets increased rates of return	\$200,000	*	Dec-23

**NET CURRENT REVENUE BUDGET**

\$425,000

**EXPENSE:**

Original Budget	\$9,728,058	*	Jun-23
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**NET CURRENT EXPENSE BUDGET**

\$9,728,058

**SUMMARY OF YTD 23-24 BUDGET ADJUSTMENTS**

*\*Denotes Specific School Board Approval*

	<b>AMOUNT</b>	<b>DATE</b>
<b>DEBT SERVICE FUND</b>		
<b>REVENUE:</b>		
Original Budget	\$6,462,877 *	Jun-23
-Adjust tax levy budgets based upon revised estimates	(\$3,731) *	Dec-23
-Increase investment earnings budgets increased rates of return	\$32,835 *	Dec-23
<b>NET CURRENT REVENUE BUDGET</b>	<u><u>\$6,491,981</u></u>	
<b>EXPENSE:</b>		
Original Budget	\$6,464,376 *	Jun-23
<b>NET CURRENT EXPENSE BUDGET</b>	<u><u>\$6,464,376</u></u>	
	<b>AMOUNT</b>	<b>DATE</b>
<b>OPEB Irrevocable Trust Fund</b>		
<b>REVENUE:</b>		
Original Budget	50,000 *	Jun-23
<b>NET CURRENT REVENUE BUDGET</b>	<u><u>50,000</u></u>	
<b>EXPENSE:</b>		
Original Budget	\$164,419 *	Jun-23
<b>NET CURRENT EXPENSE BUDGET</b>	<u><u>\$164,419</u></u>	

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# School Board Financial Report

February 22<sup>nd</sup>, 2024

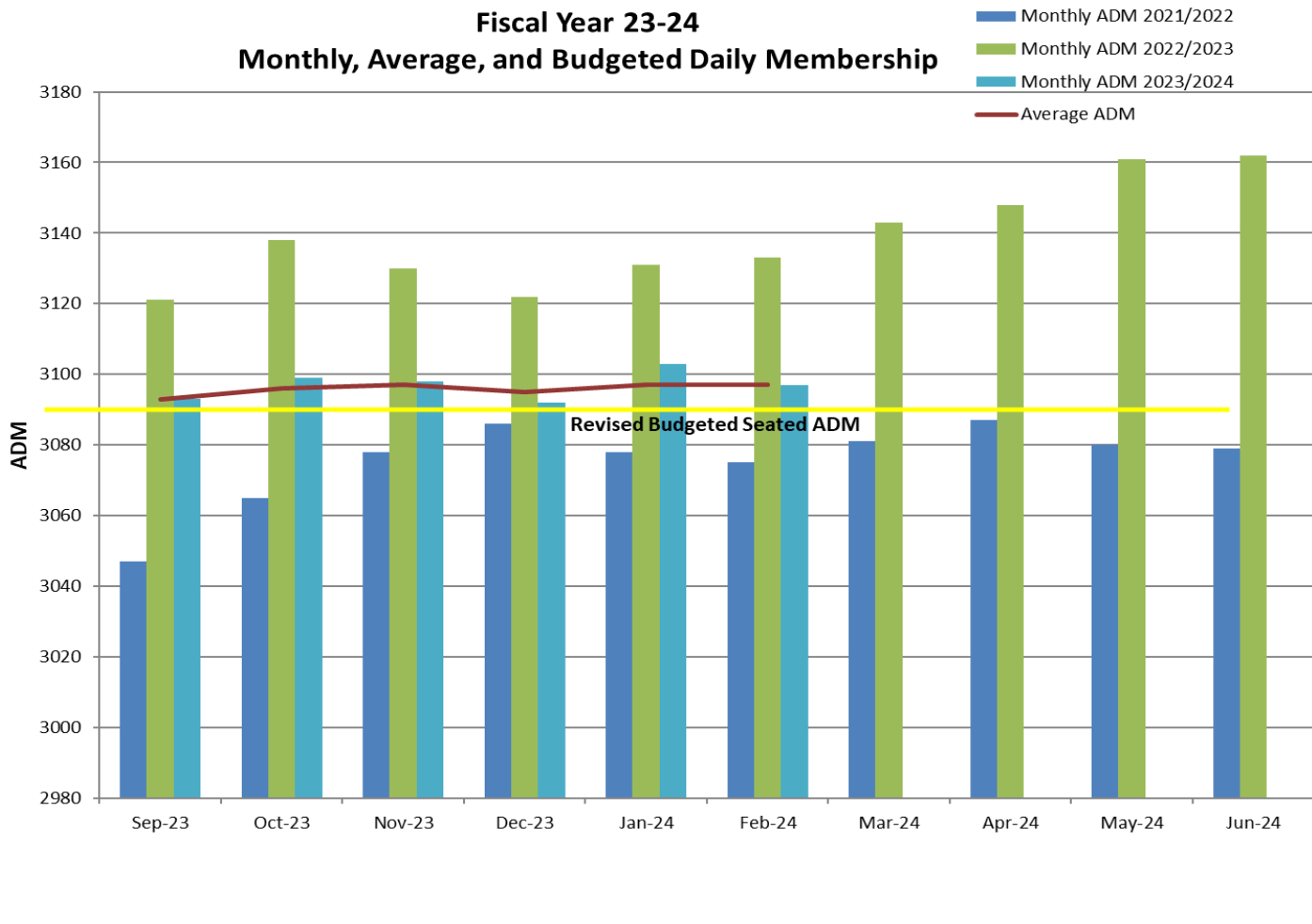
Presented by Angie Manuel, Director of Business Services

# Enrollment Update

- **February 1st Seated ADM: 3,097**
  - ❖ Decrease of 6 ADM's from January 2<sup>nd</sup> counts
  - ❖ Students moved
  
- **Average Seated ADM: 3,097.03**
  - ❖ Revised Budgeted Seated ADM 3,089
  - ❖ 8.03 ADM over revised budgeted ADM

ADM = Average Daily Membership

## Fiscal Year 23-24 Monthly, Average, and Budgeted Daily Membership



# Budget Revisions

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No budget revisions for this month

**ISD #727 2023-2024 Revised Budget**

**January 2024**

	<b>Audited Fund Balance June 30,2023</b>	<b>Revenue Budget 23-24</b>	<b>Expenditure Budget 23-24</b>	<b>Projected Net Change Incr(Decr) in Fund Balance</b>	<b>Transfers</b>	<b>Budgeted Fund Balance June 30,2024</b>
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Literacy Incentive Aid	\$ -	\$ 140,673	\$ 116,461	\$ 24,212	\$ -	\$ 24,212
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School Readiness	\$ (33,411)	\$ 472,637	\$ 521,721	\$ (49,084)	\$ -	\$ (82,495)
Preschool Screening	\$ -	\$ 19,150	\$ 28,477	\$ (9,327)	\$ 9,327	\$ -
Subtotal	\$ 1,191,053	\$ 2,965,698	\$ 3,004,086	\$ (38,388)	\$ -	\$ 1,152,665
<b>Building Construction Fund</b>						<b>59</b>
Restricted -						
Long-Term Facilities Maintenance	\$ 533,759	\$ 25,000	\$ 558,759	\$ (533,759)	\$ -	\$ -
Referendum Projects	\$ 17,949,714	\$ 400,000	\$ 9,169,299	\$ (8,769,299)	\$ -	\$ 9,180,415
Subtotal	\$ 18,483,473	\$ 425,000	\$ 9,728,058	\$ (9,303,058)	\$ -	\$ 9,180,415
<b>Debt Service - Restricted</b>	\$ 1,461,559	\$ 6,491,981	\$ 6,464,376	\$ 27,605	\$ -	\$ 1,489,164
<b>OPEB Irrevocable Trust Fund</b>	\$ 1,280,635	\$ 50,000	\$ 164,419	\$ (114,419)	\$ -	\$ 1,166,216
<b>Total</b>	\$ 34,373,391	\$ 60,478,796	\$ 68,925,223	\$ (8,446,427)	\$ -	\$ 25,926,964

# Other Financial Updates

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Wright Technical Center  
Fund Balance Stabilization Fee  
\$12,124

# School Board Action

---

**Approve financial report and budget revisions**

**CASH REPORT FOR SCHOOL BOARD**

**BIG LAKE PUBLIC SCHOOLS**  
Independent School District # 727  
for month: Jan 2024

<b>101 - CASH ACCOUNTS</b>					
	<b>Beg Balance</b>	<b>Receipts</b>	<b>Checks</b>	<b>Adjustments</b>	<b>End Balance</b>
General Fund	\$ 5,137,459	\$ 4,477,943	\$ (4,225,908)		\$ 5,389,494
Food Service	(\$3,437,536)	15,132	(243,206)		(\$3,665,610)
Community Service	(\$1,298,128)	294,196	(299,434)		(\$1,303,366)
Building Fund	\$0	422,920	(422,920)		\$0
Debt Service	\$549,125	16,925	(4,875)		\$561,175
Project fund- HVAC (Fund 15)	(\$3,055)	37,960	(34,905)		\$0
Custodial Fund (Fund 18)	\$1,024	-	-		\$1,024
OPEB Trust Fund	(\$186,686)	-	(259)		(\$186,945)
<b>TOTAL PER BOOKS</b>	<b>762,203</b>	<b>5,265,076.00</b>	<b>(\$5,231,507)</b>	<b>\$0</b>	<b>795,772</b>
				General Checking Account	\$795,772
				<b>TOTAL PER BANK</b>	<b>\$795,772</b>

<b>102 - PETTY CASH ACCOUNT</b>					
	<b>Beg Balance</b>	<b>Receipts</b>	<b>Checks</b>	<b>Adjustments</b>	<b>End Balance</b>
General Fund	\$1,954	526	(\$500)	-	\$1,980
				Petty Cash Checking Account	\$1,980
				<b>TOTAL PER BANK</b>	<b>\$1,980</b>

<b>104 - INVESTMENT ACCOUNTS</b>					
	<b>Beg Balance</b>	<b>Deposits</b>	<b>Withdrawals</b>	<b>Adjustments</b>	<b>End Balance</b>
General Fund	(\$6,844,882)	\$ 8,831,328	\$ (3,600,000)		(\$1,613,554)
General Fund - Operating invest. Insurance	\$1,596,995	\$ 5,871	\$ -		\$1,602,866
General Fd Operating Investments	\$14,586,168	33,678	(4,752,600)		\$9,867,246
Food Service	\$4,268,728	188,626	-		\$4,457,354
Community Service	\$2,826,930	28,101	-		\$2,855,031
Debt Service	\$6,211,412	84,622	(5,575,188)		\$720,846
Facility Maintenance Invest. 2021A (Fd 07)	\$16,925	-	(16,925)		\$0
Facility Maintenance Invest. 2021A (Fd 15)	\$386,806	18,696	(37,960)		\$367,542
Facilities Investments 2022A (Fd 06)	\$11,874,415	40,602	(422,920)		\$11,492,097
OPEB Trust Fund	\$897,517	3,107	-		\$900,624
OPEB Trust Equities	\$621,206	2,936	-		\$624,142
<b>TOTAL PER BOOKS</b>	<b>\$36,442,220</b>	<b>\$9,237,567</b>	<b>(\$14,405,593)</b>	<b>\$0</b>	<b>\$31,274,194</b>
				MN Trust	\$6,419,677
				Operating Invest- Insurance proceeds	\$1,602,866
				Operating Investments	\$9,867,246
				Refunding Bond Investments	\$0
				Building Fund Investments	\$11,859,639
				OPEB Trust	\$1,524,766
				<b>TOTAL PER BANK</b>	<b>\$31,274,194</b>

<b>CASH AND INVESTMENT BALANCE SUMMARY BY FUND</b>					
	<b>Beg Balance</b>	<b>Deposits</b>	<b>Withdrawals</b>	<b>Adjustments</b>	<b>End Balance</b>
General Fund	\$ 14,477,694	\$ 13,349,346	\$ (12,579,008)	\$ -	\$ 15,248,032
Food Service	\$831,192	203,758	(243,206)	-	\$791,744
Community Service	\$1,528,802	322,297	(299,434)	-	\$1,551,665
Debt Service	6,777,462	101,547	(5,596,988)	-	1,282,021
Project Fund HVAC- Fund 15	\$383,751	\$56,656	(\$72,865)	\$0	\$367,542
Custodial Fund (Fund 18)	\$1,024	-	-	-	\$1,024
Bond Account Investments (fund 06)	\$11,874,415	\$463,522	(\$845,840)	\$0	\$11,492,097
OPEB Trust Fund	\$710,831	3,107	(259)	-	\$713,679
OPEB Trust Equities	\$621,206	2,936	-	-	\$624,142
<b>TOTAL PER BOOKS</b>	<b>37,206,377</b>	<b>\$14,503,169</b>	<b>(\$19,637,600)</b>	<b>\$0</b>	<b>32,071,946</b>
				Cash	\$795,772
				Petty Cash	\$1,980
		62		Investments	\$31,274,194
				<b>TOTAL PER BANK</b>	<b>\$32,071,946</b>



**WIRE TRANSFER SUMMARY**  
**Big Lake Public Schools**  
**Independent School District #727**  
**December 31, 2023**

DATE	FROM	TO	AMOUNT	PURPOSE
1/2/2024	Old National-Checking	Heartland Pmt System	\$ 461.72	MOSAIC Credit Card Fees
1/2/2024	Benefit Resource BRI	Old National-Checking	\$ 10,481.39	Cobra Payment
1/3/2024	Old National-Checking	Further	\$ 548.42	Flex Claim Pymts
1/3/2024	Old National-Checking	SSI MN TRANCHE 2 LLC	\$ 2,889.16	Solar Contract
1/3/2024	Old National-Checking	USS MINNESOTA ONE MT	\$ 12,654.29	Solar Contract
1/4/2024	Old National-Checking	Public Surplus	\$ 8,170.00	Sale of Auction Items
1/4/2024	MN Trust-PMA	Old National-Checking	\$ 1,500,000.00	Payroll and Payroll AP
1/5/2024	CC Choices ACH	Old National-Checking	\$ 5,637.50	Pathway I
1/8/2024	Old National-Checking	FleetCor	\$ 519.32	Kwik Trip Billing
1/8/2024	Old National-Checking	Amazon	\$ 583.29	Invoice Payments
1/8/2024	Old National-Checking	Delta Dental	\$ 30,500.76	Dental Insurance
1/9/2024	Old National-Checking	Bankcard Service	\$ 4,919.43	ELEYO Credit Card Fees
1/9/2024	Old National-Checking	Further	\$ 8,839.53	Flex Claim Pymts
1/9/2024	Old National-Checking	BLEM	\$ 8,918.63	Teacher Unions Dues
1/9/2024	Old National-Checking	EBC	\$ 66,989.08	403b & 457 contributions
1/10/2024	Old National-Checking	Transfirst/TSYS	\$ 636.96	Affinity Credit Card fees
1/10/2024	Old National-Checking	ELEYOmonthlysoft	\$ 1,425.00	ELEYO User Fees
1/11/2024	Old National-Checking	Amazon	\$ 2,501.93	Invoice Payments
1/11/2024	Old National-Checking	Further	\$ 25,631.44	H.S.A Contributions
1/12/2024	Old National-Checking	Neopost	\$ 300.00	DO Postage
1/16/2024	Old National-Checking	Neopost	\$ 201.00	DO Postage
1/16/2024	Old National-Checking	Amazon	\$ 1,021.80	Invoice Payments
1/16/2024	Old National-Checking	Further	\$ 5,757.49	Flex Claim Pymts
1/17/2024	Old National-Checking	MN Dept of Rev	\$ 209.00	Sales Tax
1/17/2024	Old National-Checking	Metropolitan Life	\$ 2,840.74	Insurance Coverage
1/18/2024	Old National-Checking	Old National Bank	\$ 138.22	Old National Service Charge
1/19/2024	CC Choices ACH	Old National-Checking	\$ 6,465.00	Pathway I
1/19/2024	Old National-Checking	Compass Group	\$ 173,697.48	Chartwells
1/19/2024	Old National-Checking	Vision Transportation	\$ 223,910.30	Transportation billing
1/19/2024	MN Trust-PMA	Old National-Checking	\$ 2,100,000.00	Payroll and Payroll AP
1/23/2024	Old National-Checking	Further	\$ 456.10	Further Fee
1/23/2024	Old National-Checking	Further	\$ 4,828.78	Flex Claim Pymts
1/23/2024	Old National-Checking	BLEM	\$ 8,918.63	Teacher Unions Dues
1/23/2024	Old National-Checking	EBC	\$ 65,487.88	403b & 457 contributions
1/24/2024	Old National-Checking	Amazon	\$ 4,490.34	Invoice Payments
1/24/2024	Old National-Checking	NewYork Life	\$ 11,160.21	Life & LTD Insurance
1/25/2024	Old National-Checking	Old National-Petty Cash	\$ 526.15	Transfer to Petty Cash
1/25/2024	Old National-Checking	Further	\$ 26,480.91	H.S.A Contributions
1/26/2024	MN Trust-PMA BONDS	Old National-Checking	\$ 37,960.00	Bond Draw 2021A
1/26/2024	MN Trust-PMA BONDS	Old National-Checking	\$ 422,920.06	Bond Draw 2022A
1/26/2024	MN Trust-PMA	Bond Trust/US Bank	\$ 5,592,112.50	Bond Interest Payments
1/29/2024	Old National-Checking	Verizon	\$ 1,311.76	Verizon billing
1/29/2024	Old National-Checking	Windstream	\$ 1,462.35	Windstream billing
1/30/2024	Old National-Checking	Further	\$ 1,760.35	Flex Claim Pymts
1/31/2024	Old National-Checking	Bremer Bank	\$ 191.50	ACH Charge
1/31/2024	Old National-Checking	Neopost	\$ 500.00	DO Postage
1/31/2024	Old National-Checking	Amazon	\$ 2,846.74	Invoice Payments
1/31/2024	Benefit Resource BRI	Old National-Checking	\$ 10,944.26	Cobra Payment

**COMPLIANCE ISSUES**

- |    |   |               |
|----|---|---------------|
| 1) | Preliminary UFARS data loaded to MDE by September 15th, 2023  | In compliance |
| 2) | Revenue and Expenditure Budget published by earlier of one week after school board accepts final audit or November 30, 2023 | In compliance |
| 3) | Final UFARS data to MDE by November 30, 2023  | In compliance |
| 4) | The 2022/2023 audit (electronic copy) received at MDE by December 31st, 2023  | In compliance |
| 5) | Board members having received training in financial matters per statute   | In compliance |

**FISCAL HEALTH - INCOME STATEMENT PARAMETERS**

- 1) Revenue/Expenditure Monitor - *Exp/Rev Summary - FD Report*

	<b>REVENUE</b>				<b>EXPENDITURES</b>		
	Budget	Actual \$ YTD	<i>(Calculated)</i> Actual % YTD		Budget	Actual \$ YTD	<i>(Calculated)</i> Actual % YTD
General Fund (01,05,11 &12)	\$ 48,100,025	\$ 18,460,463	38%	\$ 46,884,244	\$ 20,467,243	44%	
Food Service (02)	\$ 2,446,092	\$ 1,128,571	46%	\$ 2,680,040	\$ 1,104,669	41%	
Community Service (04)	\$ 2,965,698	\$ 1,703,391	57%	\$ 3,004,086	\$ 1,657,709	55%	
Building Construction (06)	\$ 425,000	\$ 423,982	100%	\$ 9,728,058	\$ 6,991,753	72%	
Debt Service (07)	\$ 6,491,981	\$ 504,724	8%	\$ 6,464,376	\$ 6,464,050	100%	
OPEB Irrevocable Trust Fund (45)	\$ 50,000	\$ 61,978	124%	\$ 164,419	\$ 1,615	1%	

- 2) ADM Monitor - *Principals' monthly reporting*

	Original	Revised
Budgeted Seated ADM	3169	3089
Tuition ADM	76	76
Budgeted ADM	3245	3165

**NOTES**

*No budget revisions*

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# American Indian Education

**Big Lake School Board, February 22, 2024**

Presented by:

Ben Bonnett, Director of American Indian Education  
Jamie Randall, American Indian Education Coordinator

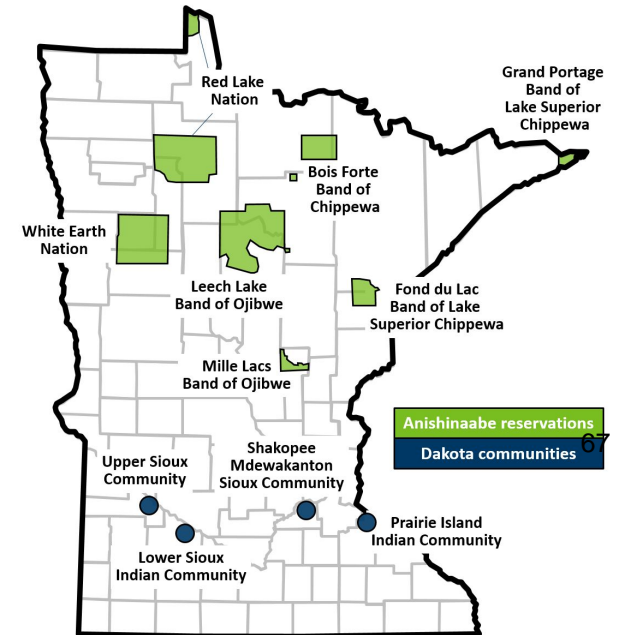
# American Indian Education in Minnesota

Strengthen and promote positive experiences and educational outcomes for American Indian students

- American Indian Education Aid
- American Indian Parent Advisory Committees
- Minnesota Indian Teacher Training Program
- Scholarship and Grant Programs
- Tribal Consultations under the Every Student Succeeds Act (ESSA)

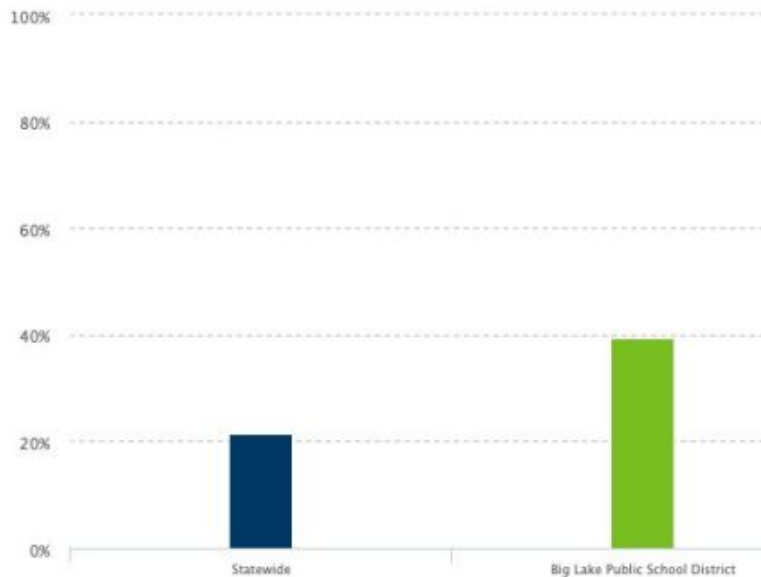


Tribal nations sharing geography with Minnesota



### Academic Achievement Rate

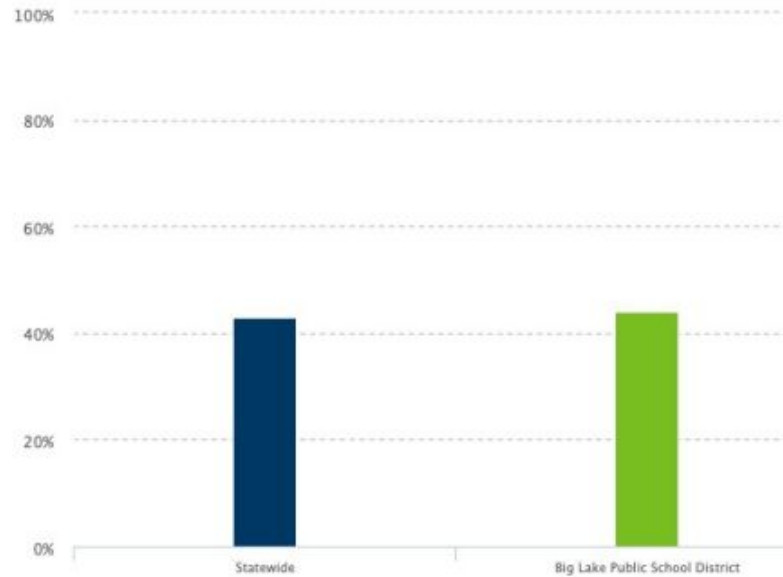
Math achievement



	Statewide	Big Lake Public School District
Math achievement rate	21.4%	39.3%
Count at grade level	3,126	24
Total	14,640	61

### Academic Achievement Rate

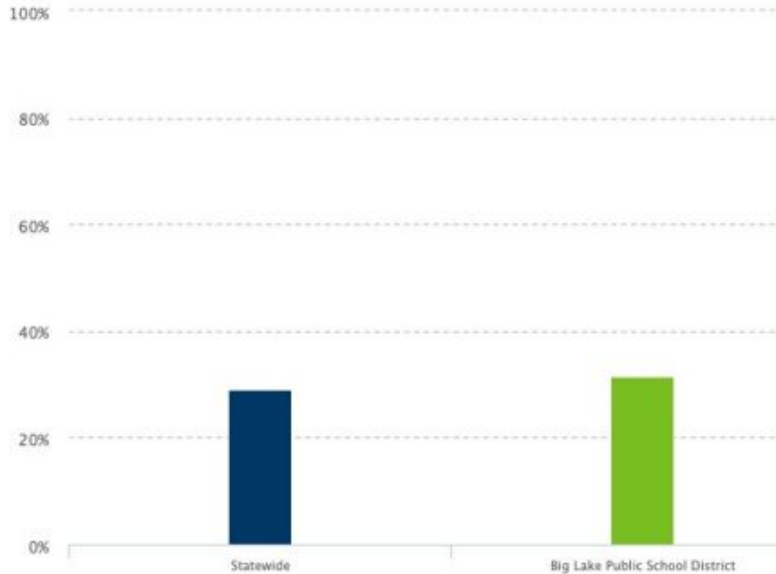
Math achievement



	Statewide	Big Lake Public School District
Math achievement rate	42.8%	44.1%
Count at grade level	183,398	694
Total	428,682	1,573

### Academic Achievement Rate

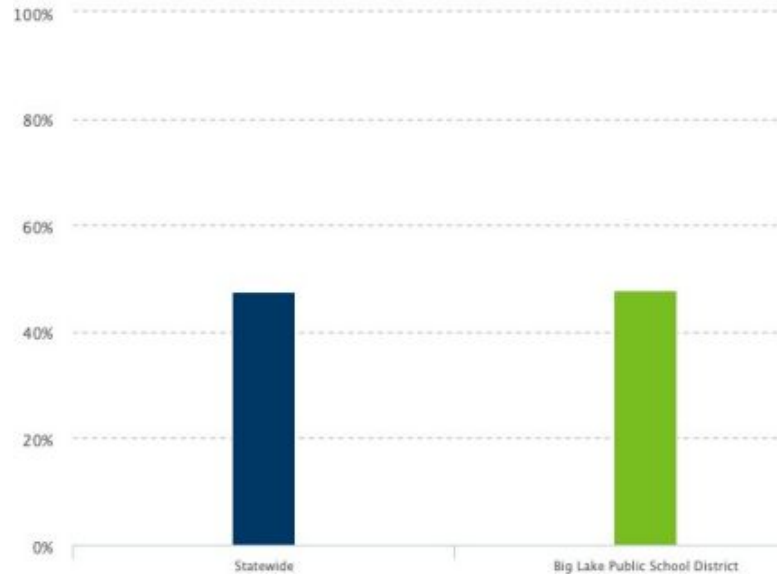
Reading achievement



	Statewide	Big Lake Public School District
Reading achievement rate	29.1%	31.6%
Count at grade level	4,367	18
Total	14,989	57

### Academic Achievement Rate

Reading achievement



	Statewide	Big Lake Public School District
Reading achievement rate	47.6%	47.8%
Count at grade level	206,216	772
Total	433,109	1,615

# American Indian Advisory Parent Committee (AIPAC)

- An advisory team to help ensure that American Indian students at Big Lake Schools are receiving culturally relevant and equitable educational opportunities
- Create program goals to use state-issued supplementary funds to enhance American Indian education programs and initiatives
  - American Indian Education Aid (AIEA)

# American Indian Education Aid (AIEA)

- Support postsecondary preparation for American Indian students
- Support the academic achievement of American Indian students
- Make curriculum relevant to the needs, interests, and cultural heritage of American Indian students
- Provide positive reinforcement of the self-image of American Indian students
- Develop intercultural awareness among students, parents, and staff
- Supplement state and federal educational programs

# What AIE looks like in Big Lake

## American Indian Student Population:

### 81 Students Total

- Liberty Elementary School: 10 Students
- Independence STEM Elementary School: 15 Students
- Big Lake Middle School: 19 Students
- Big Lake High School: 33 Students
- BL Online 6-12: 4 Students

## American Indian Education Aid

- 2023-2024 Budget: \$84,000

## Programs

- American Indian Parent Advisory Committee
- Student Leadership Meetings
- Lunches w/Jamie
- Events (lacrosse, indigenous foods, native game night, end of year celebration)
- College prep and tours
- Field Trips
- Ojibwe Bandolier Bag Project<sup>72</sup>
- Literacy Totes for Preschool
- MIEA Conference

# Annual Compliance

Prior to March 1 each year, AIPAC must vote on whether or not they concur with the educational offerings the district has provided to American Indian students

On Monday, February 12, 2024 the Big Lake Schools AIPAC voted their concurrence. The AIPAC feels strongly that the district has been meeting the needs of American Indian students!

**Thank You!**

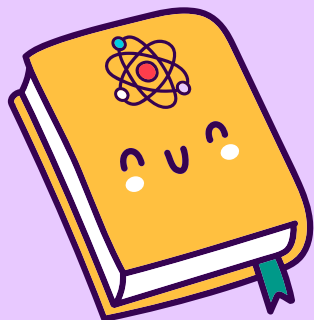
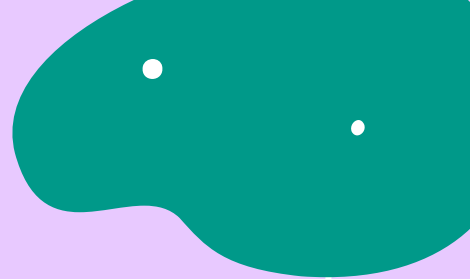
**Any questions?**

# Science Curriculum Adoption

Elementary K-5 and Middle School 6-8



$$E=mc^2$$





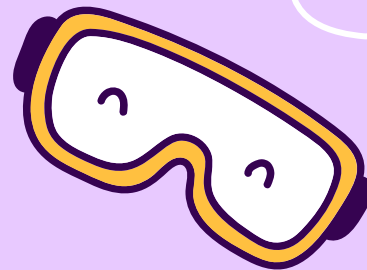
# Curriculum Review Cycle

Districts, schools, and educators make curriculum and instruction decisions to support the teaching and student mastery of standards. By statute (Minn. Stat. § 120B.021, subd. 2(b)), Minnesota academic standards do not require a specific curriculum.

$$E=mc^2$$

A	B	C	D	E	F	G	H	I	J	K
	Review Standards & Best Practices	Reiew Methods & Materials - Present to DAC - <b>Purchase June</b>	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust	Review Standards & Best Practices	Reiew Methods & Materials - Present to DAC - <b>Update June</b>	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust
2021-2022	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts - MDE implementarion 2023-2024	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5
2022-2023	Science	Language Arts K-5	Physical Education & Health MDE 2023-2024 Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8
2023-2024	Language Arts 6-8	Science	Language Arts K-5 - MDE implementation 2025-2026	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12 - MDE implementation 2025-2026	Mathematics	Social Studies
2024-2025	Social Studies	Language Arts 6-8	Science - MDE rollout with full implementation 2024-2025	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics
2025-2026	Mathematics	Social Studies	Language Arts 6-8 - MDE implementation 2025-2026	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12
2026-2027	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention
2027-2028	SEL EL SPED Intervention	English 9-12	Mathematics (MDE implementation likely 2027-2028)	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE
2028-2029	World Language & CTE	SEL EL SPED Intervention	English 9-12 - MDE implementation 2025-2026	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts
2029-2030	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech
2030-2031	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5
2032-2033	Science	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science

# Science Education



Science is the process of exploring and explaining the processes, structures, designs, and systems that make up our natural and human-made world.

In Science, all students engage in practices including making observations, developing and revising models, and analyzing and interpreting data to answer scientific questions and design solutions to problems.

Scientifically literate classroom communities make observations of the world around them, design investigations to answer questions, make connections between ideas across the science disciplines, and solve problems using technologies for an ever-changing world.

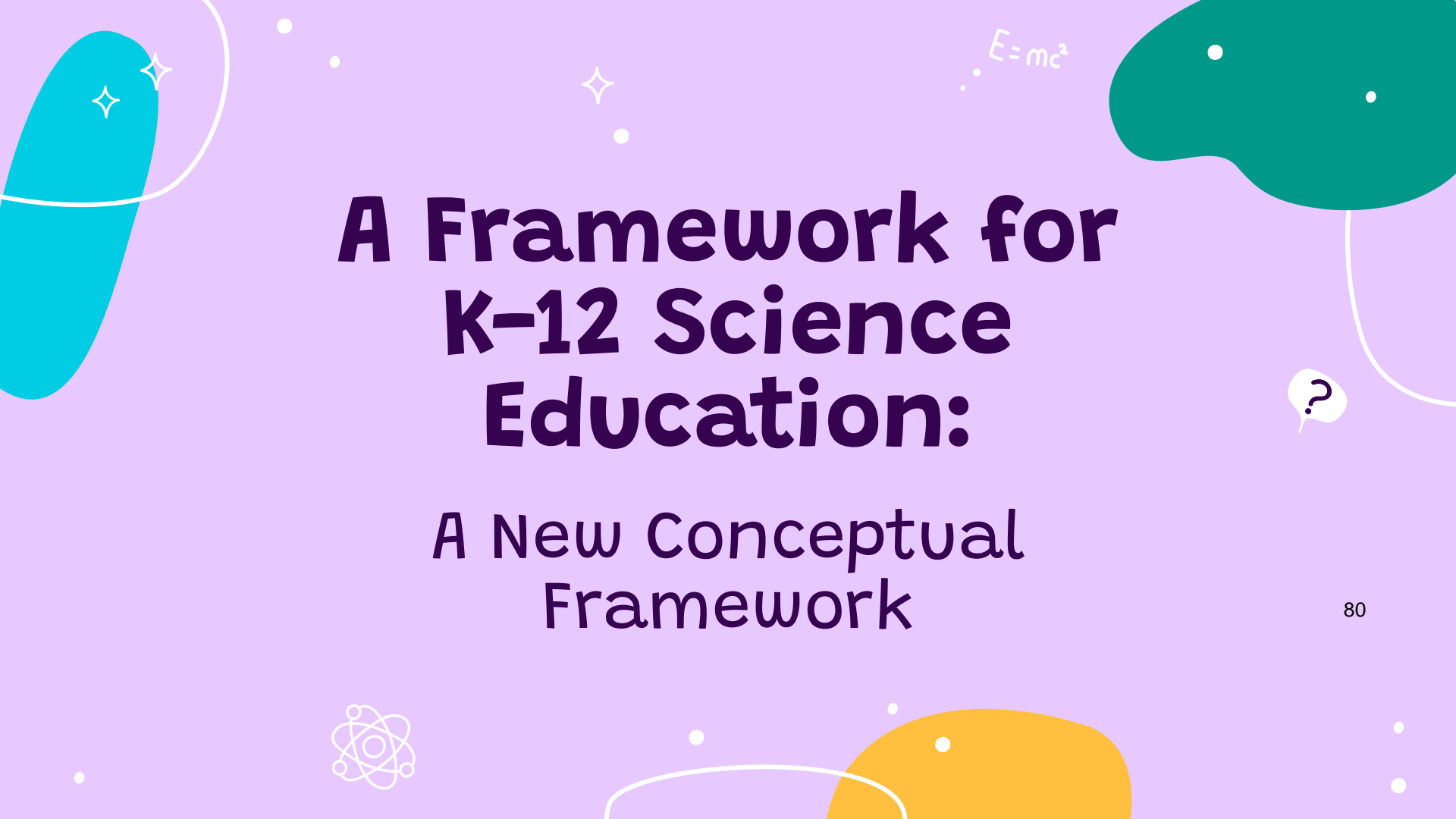
$$E=mc^2$$



# 2019 Minnesota Academic Standards in Science

- $E=mc^2$  The 2019 science standards are scheduled for full implementation in the 2024-2025 school year, and students will take the new MCA-IV aligned to the 2019 science standards in the Spring of 2025.

As part of full implementation of the 2019 science standards, middle school courses will change.



# A Framework for K-12 Science Education:

## A New Conceptual Framework



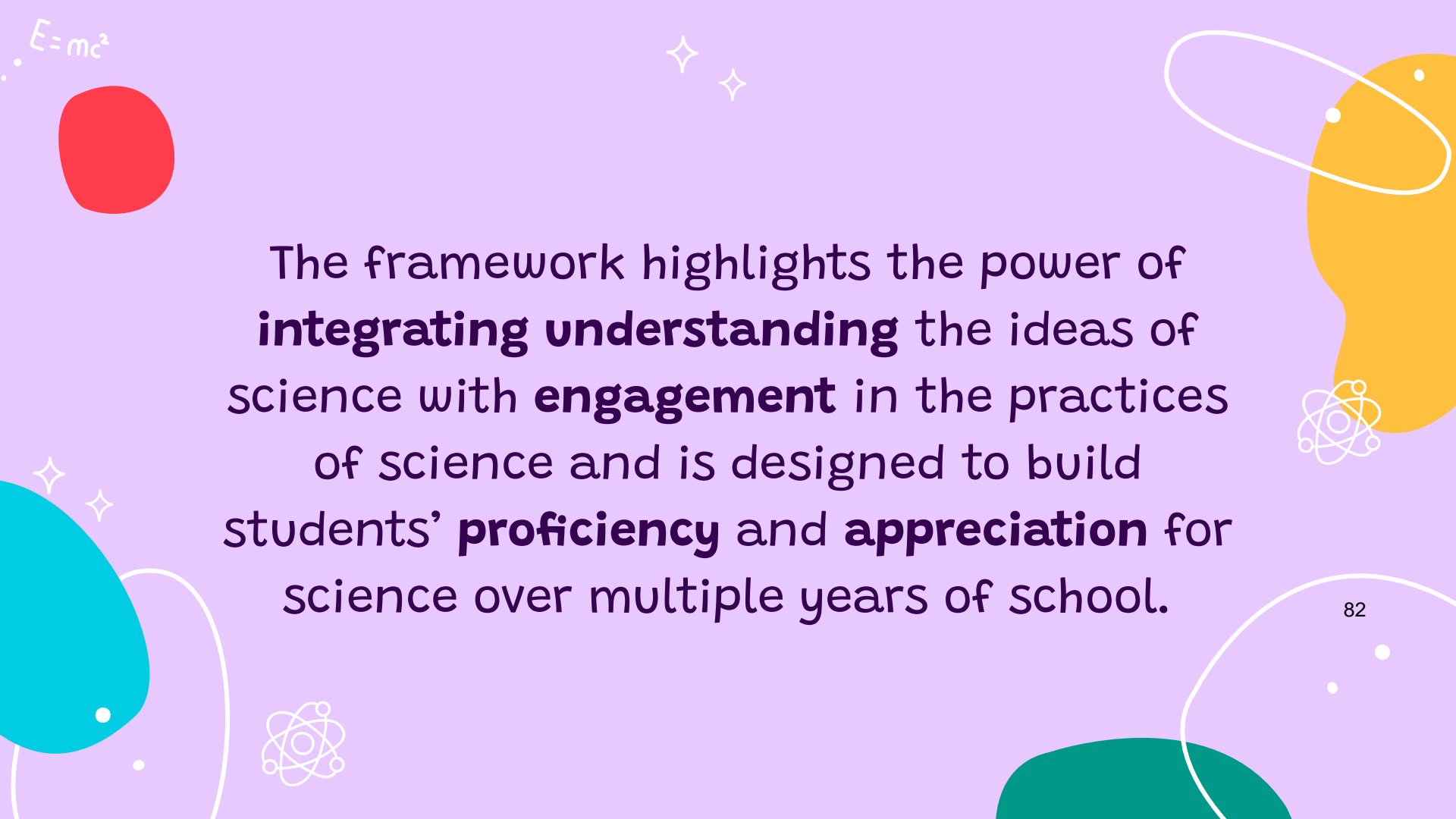
$$E = mc^2$$

# Framework for K-12 Science Education

## 3 Dimensions:

- Scientific and engineering practices
- Crosscutting concepts that unify the study of science and engineering through their common application across fields
- Core ideas in four disciplinary areas:
  - physical sciences
  - Life sciences
  - Earth and space sciences; and
  - engineering, technology, and applications of science





The framework highlights the power of **integrating understanding** the ideas of science with **engagement** in the practices of science and is designed to build students' **proficiency** and **appreciation** for science over multiple years of school.

$$E=mc^2$$

# Scientific and Engineering Practices

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

# Crosscutting Concepts

1. Patterns
2. Cause and effect: Mechanism and explanation
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter: Flows, cycles, and conservation
6. Structure and function
7. Stability and change



$$E = mc^2$$



# Disciplinary Core Ideas

## Physical Science

PS1: Matter and its interactions  
PS2: Motion and stability: Forces and interactions  
PS3: Energy  
PS4: Waves and their applications in technologies for information transfer

## Life Science

LS1: From molecules to organisms: Structures and processes  
LS2: Ecosystems: Interactions, energy, and dynamics  
LS3: Heredity: Inheritance and variation of traits  
LS4: Biological evolution: Unity and diversity

## Earth & Space Sciences

ESS1: Earth's place in the universe  
ESS2: Earth's systems  
ESS3: Earth and human activity  
Engineering, Technology, and Applications of Science  
ETS1: Engineering design  
ETS2: Links among engineering, technology, science, and society

$$E=mc^2$$



The framework is designed to help realize a **vision** for education in the sciences and engineering in which students, over multiple years of school, actively **engage** in scientific and engineering **practices** and apply **crosscutting concepts** to deepen their understanding of the **core ideas** in these fields.

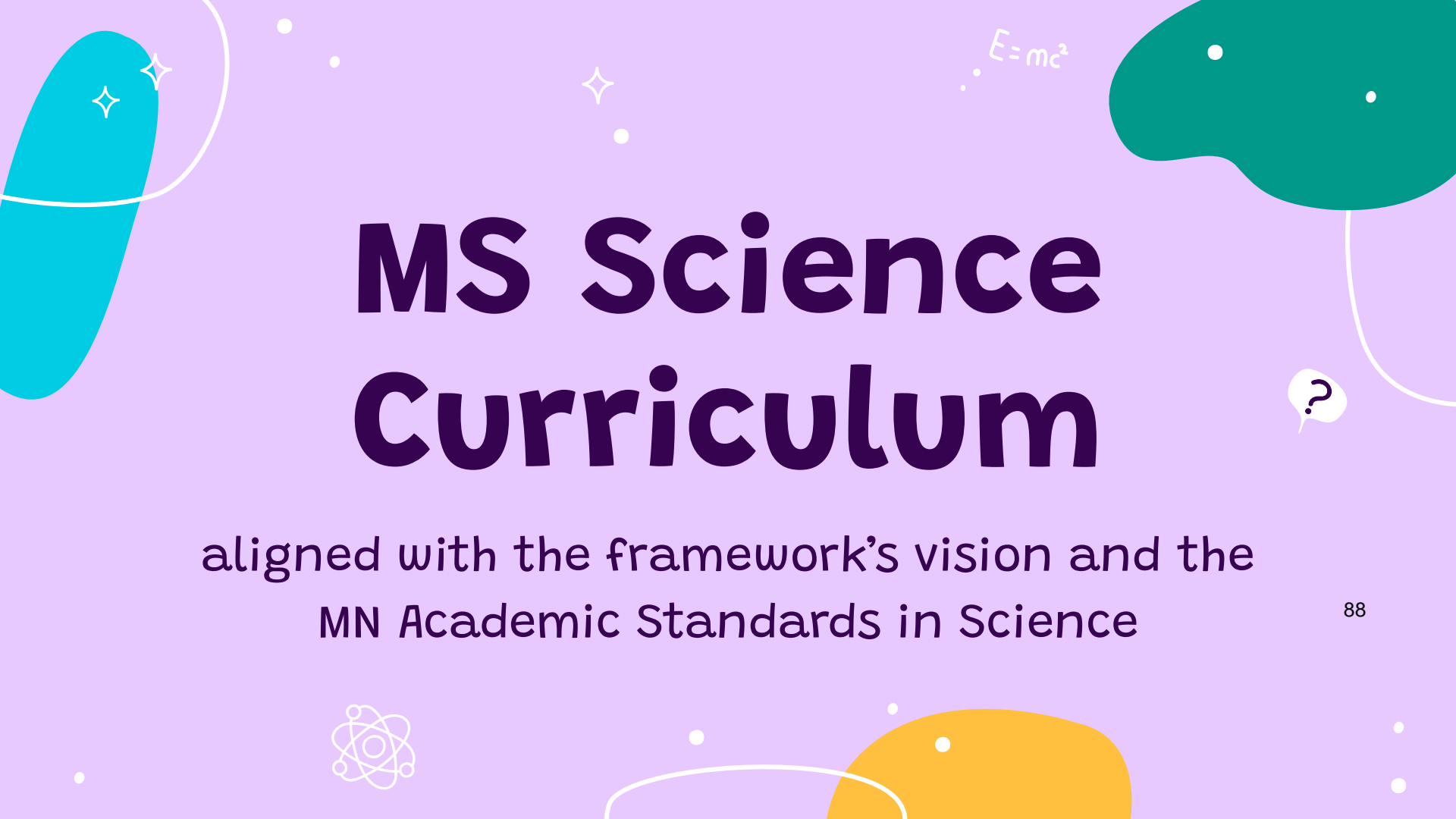


$$E=mc^2$$



The framework and subsequent standards will not lead to improvements in K-12 science education unless the other components of the system—**curriculum, instruction, professional development, and assessment**—change so that they are aligned with the framework’s vision.





# MS Science Curriculum

aligned with the framework's vision and the  
MN Academic Standards in Science

$$E=mc^2$$

# Middle School Science Committee

Shea Garlock - Science Teacher

Heidi Kedrowski - Science Teacher

Mike Nagorski - Science Teacher

Todd Trutna - Science Teacher

James Vander Heyden - Science Teacher

Randi Anderson - MS Asst. Principal

Mark Ernst - MS Principal

Minda Anderson - Asst. Superintendent



# Big Lake Middle School Science

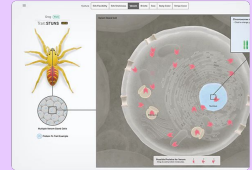
- 6th grade: Earth and Space (formerly Physical Science)
- 7th grade: Life Science
- 8th grade: Physical Science (formerly Earth and Space)

Big Lake Middle School made the “shift” in science content areas in 2018-2019.

At that time, Big Lake Middle School purchased Amplify Science 6-8 for immediate implementation aligned to 2019 MN Academic Standards in Science and the Framework.

# Amplify Science 6-8

- Phenomenon-based
- Hands-on investigations
- Literacy rich
- Interactive digital tools
- Designed to empower students to think, read, write, and argue like real scientists and engineers
- Rooted in research
- Relevant real-world problems
- Aligned to The K-12 Framework and the MN Academic Standards in Science
- Purchased through June 2026 - will conduct a needs assessment at that time
- No Middle School Science curriculum purchase at this time





$$E=mc^2$$

# Work completed this year:

- Review data
- Realignment to the standards - indicating gaps
- Revisit Science Framework
- Awareness of math scaffolds needed for HS Physics and Chemistry
- Purchase Supplies/Equipment





# Elementary Science Curriculum

aligned with the framework's vision and the  
MN Academic Standards in Science

# Elementary Science Curriculum Committee

$E=mc^2$   
✧

Kristie Boyer - Liberty Teacher  
Sara Brinkman - Liberty Teacher  
Emily Hockert - Liberty Teacher  
Katie Jacobson - Liberty Teacher  
Rachel Bassingthwaite - Liberty Teacher  
Prascovia Berber - Liberty Teacher  
Teresa Smock-Potter - Liberty Principal  
Minda Anderson - Asst. Superintendent

Amanda Furnstahl - Independence Teacher  
Ryan Stark - Independence Teacher  
Brenna Lavalier-Kortenkamp - Independence Teacher  
Brooke Fisher - Independence Teacher  
Kristin Rajkowski - Independence Teacher  
Kellie Olson - Independence Teacher  
Steve Leuer - Independence  
Jona Deavel - Independence Principal

$$E=mc^2$$

# Elementary Curriculum Adoption

## Data & Needs

- Reviewed data
- Former curriculum was out of date

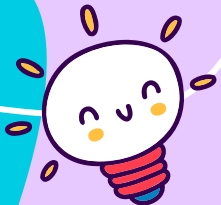
## Framework & Standards

- The Curriculum Committee studied the K-12 Framework and the 2019 Academic Standards in Science

## Review Materials

- Mystery Science
- Studies Weekly
- STEMScopes
- Jeffers Foundation





**Our recommendation for  
K-5 Science curriculum:  
Mystery Science**

Mystery Science is an innovative, standards-aligned, hands-on curriculum that teaches children how to think like scientists.



$$E=mc^2$$

# Overview of Content

- ★ Aligns with MN Standards
- ★ Engaging
- ★ Allows students to be investigators
- ★ Hands on and written assignments



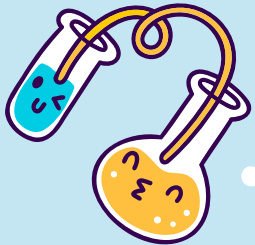
# At Liberty Elementary

★ Aligns with CKLA Knowledge Units

○ Across grade levels! Great scaffolding opportunities

★ Current materials and resources

★ Great for kids & teachers



THIS LESSON WAS REVISED ON FEB 1, 2023. Here is a link to the [previous version](#).

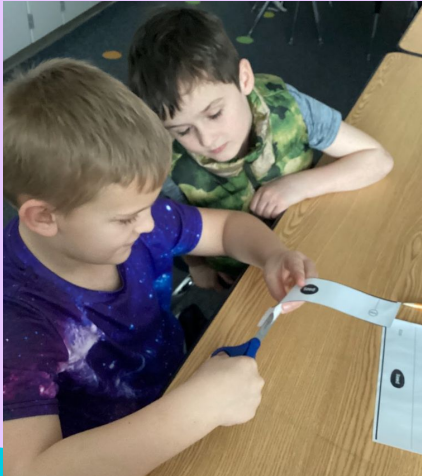
In this lesson, students investigate the mystery of the koa tree, a type of tree that grows in only two places—<sup>98</sup>islands halfway across the world from one another. In the activity, students develop three different physical models of seed structures. They observe how



$$E=mc^2$$

# Why Mystery Science?

- ★ Provides GREAT hands on learning in the form of experiments for students to complete in the classroom
- ★ Allows for collaboration & discussion!









# Why Mystery Science?

★ **Universal family communication**













### Share this lesson

-  Student link 
-  Google Classroom 
-  Email parents 

★ **Extensions & formative assessments, are built in and easily accessible**



### Extend this lesson

-  Vocabulary 
-  Reading 
-  Assessments 
-  Video 
-  Transcripts 

# At Independence STEM Elementary

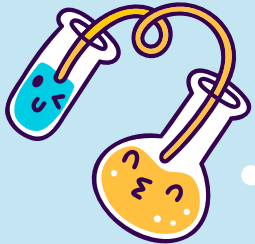
★ Aligns with:

○ **Engineering Design Process**

- Ask
- Explore
- Create
- Evaluate
- Explain
- Share

○ **4 C's**

- Collaboration
- Communication
- Creativity
- Critical Thinking



$$E=mc^2$$

# Why Mystery Science?

- ★ Multiple lessons for one topic
- ★ Relates to CKLA
- ★ Vocabulary across multiple contents

The screenshot shows the Mystery Science interface for the topic "The Birth of Rocks". At the top, there is a header with the title "The Birth of Rocks" and a "Standards & Prep" dropdown menu. Below the header is a large image of a volcano erupting. To the right of the image is an "Anchor layer" toggle set to "Off". Below the header are five lesson cards, each with a title, a question, and a "Lesson + Activity" and "Standards Aligned" icon.

**Lesson 1**  
**Volcanoes & Patterns of Earth's Features**  
4th • Could a volcano pop up where you live?

**Lesson 2**  
**Volcanoes & Rock Cycle**  
4th • Why do some volcanoes explode?

**Lesson 3**  
**Weathering & Erosion**  
4th • Will a mountain last forever?

**Lesson 4**  
**Sedimentary Rock & Fossils**  
4th • What did your town look like 100 million years ago?

**Lesson 5**  
**Erosion, Natural Hazards, & Engineering**  
4th • How could you survive a landslide?

$$E=mc^2$$

# Why Mystery Science?

★ Fun add on lessons: the season, special day of the year, and mini lessons.

Get ready for Groundhog Day!  
**Can animals really predict the weather?**  
[View lesson](#)

4th Grade Science Units [See all >](#)

- Human Machine**  
4 lessons
- The Birth of Rocks**  
5 lessons
- Waves of Sound**  
4 lessons
- Energying Everything**  
8 lessons

Perfect for Winter [See all >](#)

- Mini-Lesson**  
K-5 - Could a kid win a race against a penguin?  
⌚ 5 min lesson ⌚ Plus Top 5 bonus
- Mini-Lesson**  
K-5 - How do polar bears walk on ice and snow?  
⌚ 5 min lesson
- Mini-Lesson**  
K-5 - Why do penguins have wings if they can't fly?  
⌚ 5 min lesson
- Mini-Lesson**  
K-5 - Where do bugs go in winter?  
⌚ 5 min lesson ⌚ Plus Top 5 bonus

# Thank you!

**Elementary Science Curriculum  
Committee recommends a 6 year adoption  
of Mystery Science for grades K-5**

**Presentation date: February 2024**



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# Big Lake Schools

# Data Analysis

## Winter FastBridge 2024

Reading and Math

# Data Dig Process

- Predict
- Observe
- Wonder
- Plan/Act

# Data Dig Process

1. What do you **PREDICT** you will see in the data?
2. Looking at the data, what are your **surface-level observations** (*for example: 206 sophomores took the Fastbridge aMath Test; of those 206, 74 students met or exceeded benchmarks, etc., etc.*).
3. After looking at the data, what are some of your **wonderings**?
4. Of your observations and wonderings, **which warrant a plan with action steps**?

# Assessment Data in Fastbridge

## Reading:

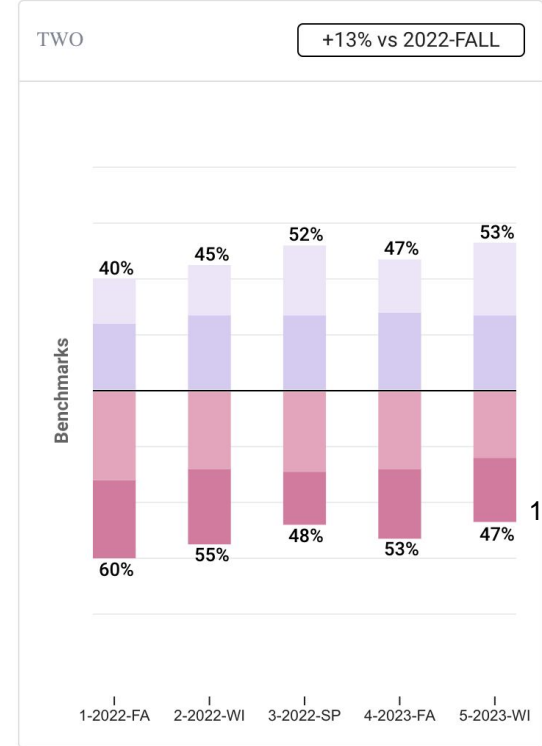
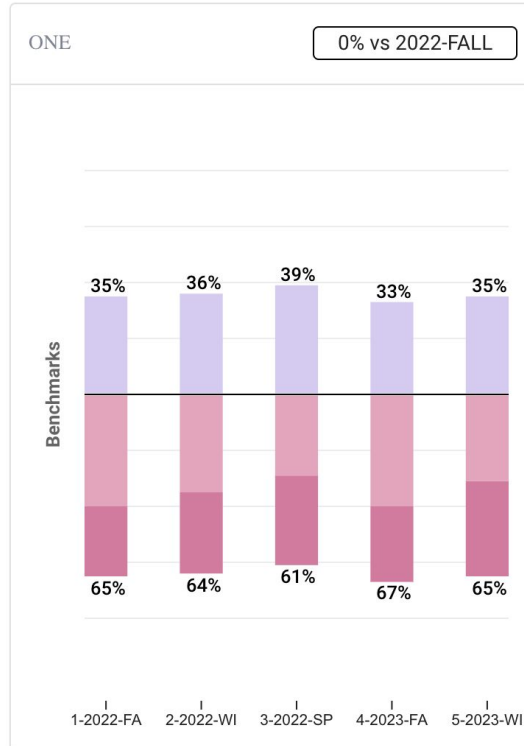
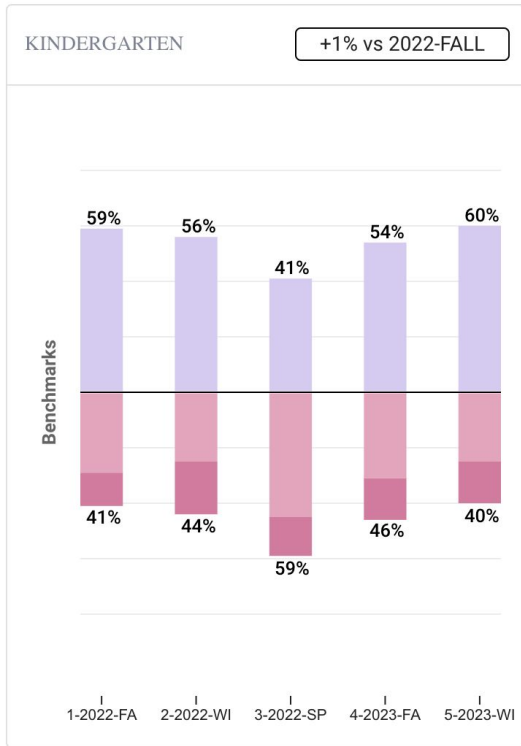
- early Reading: K-1
- aReading: 2-8

## Math:

- early Math: K-1
- aMath: 2-8

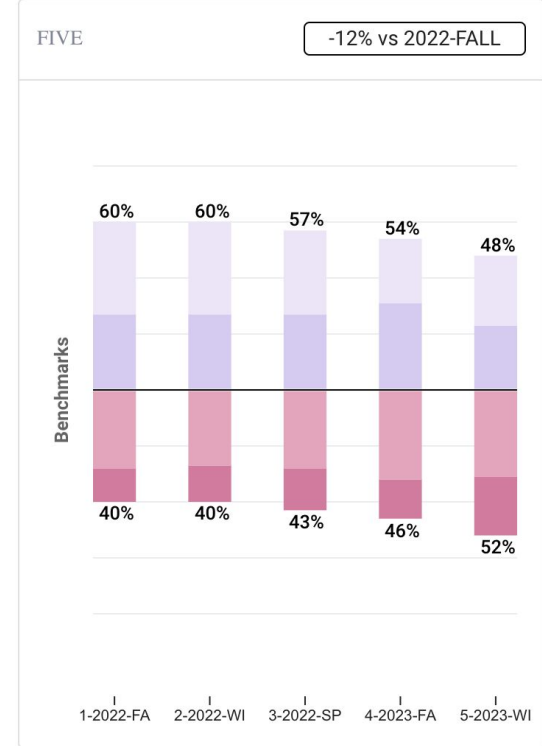
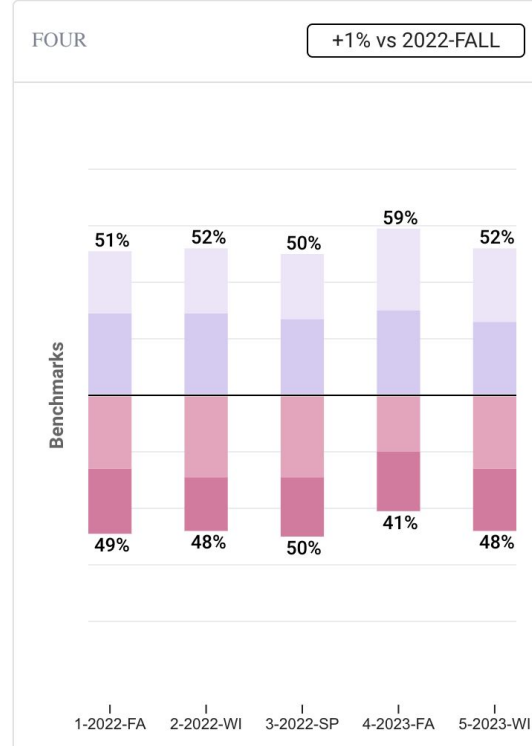
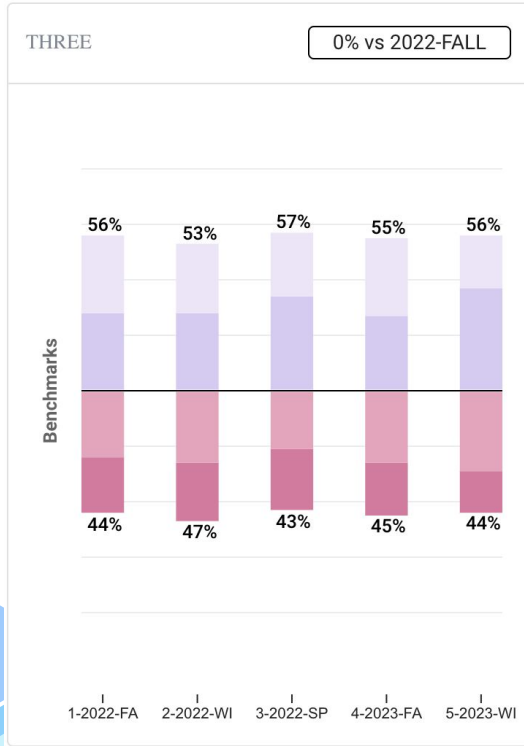
# Reading

early Reading (Grades K-1) and aReading (Grade 2) – Liberty Elementary



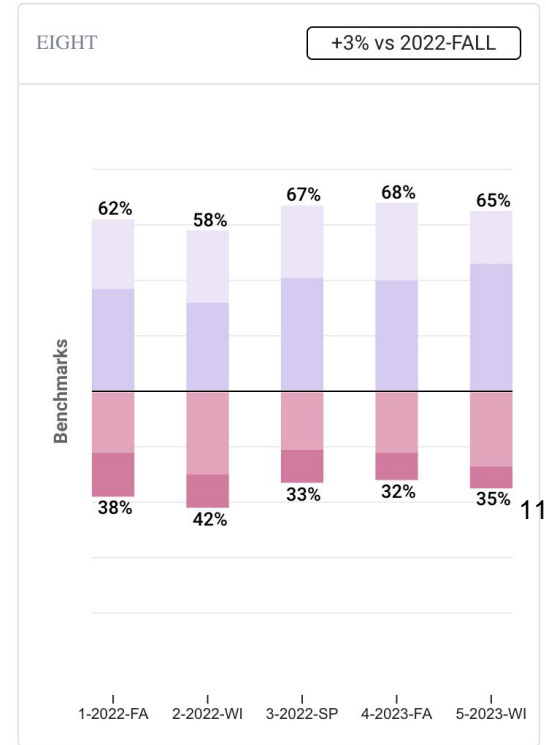
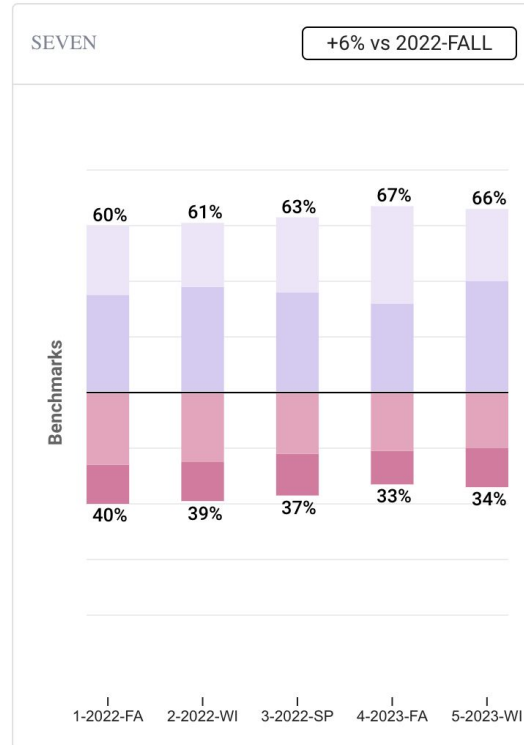
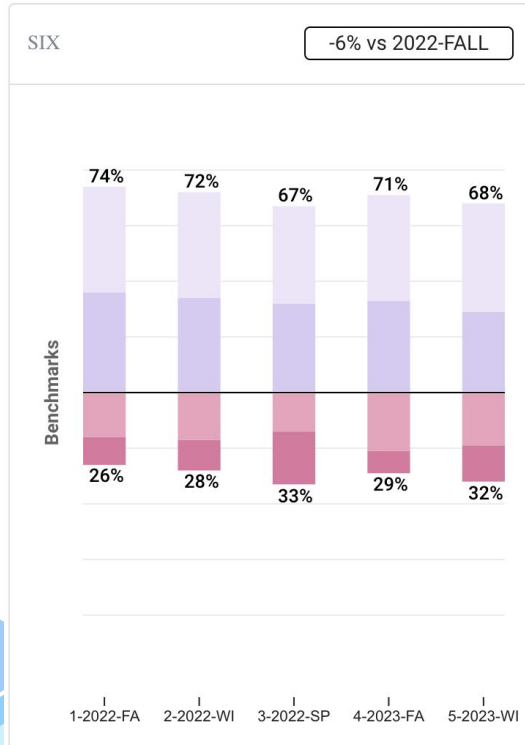
# Reading

## aReading (Grade 3-5) - Independence Elementary STEM



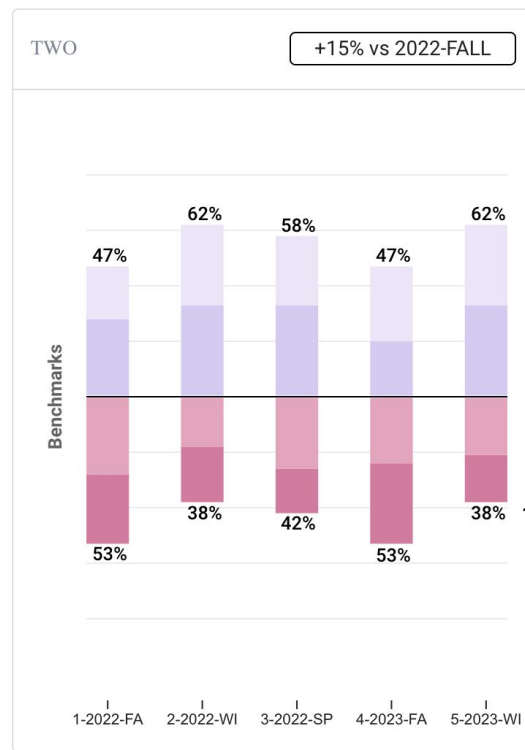
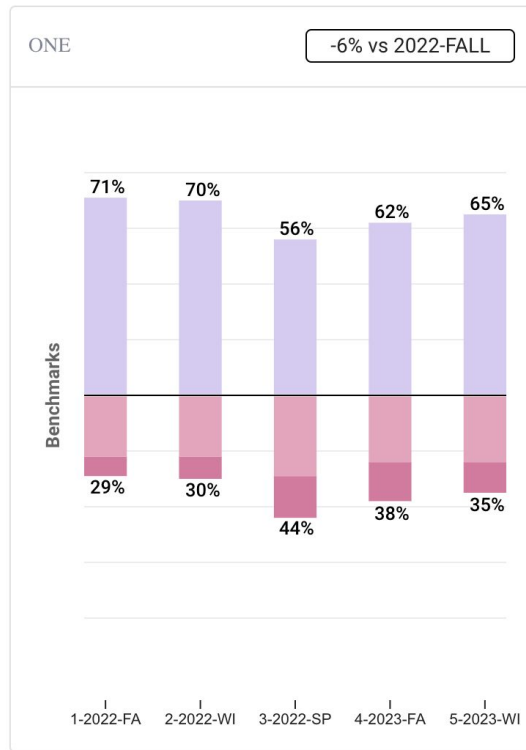
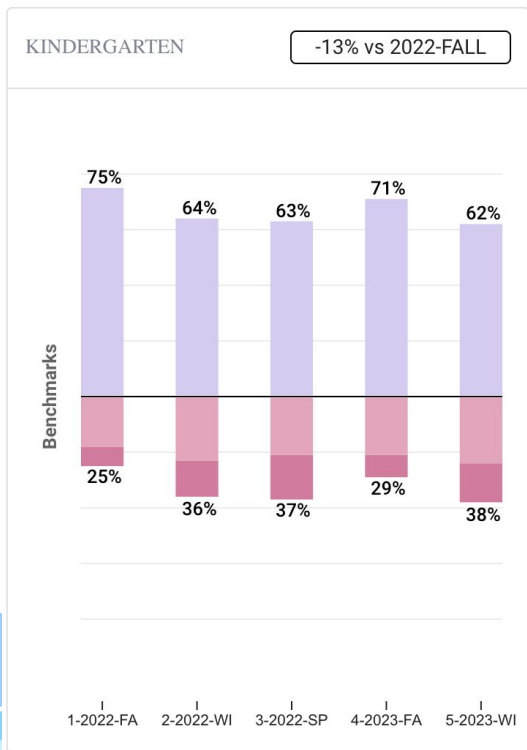
# Reading

## aReading (Grade 6-8) – Big Lake Middle School



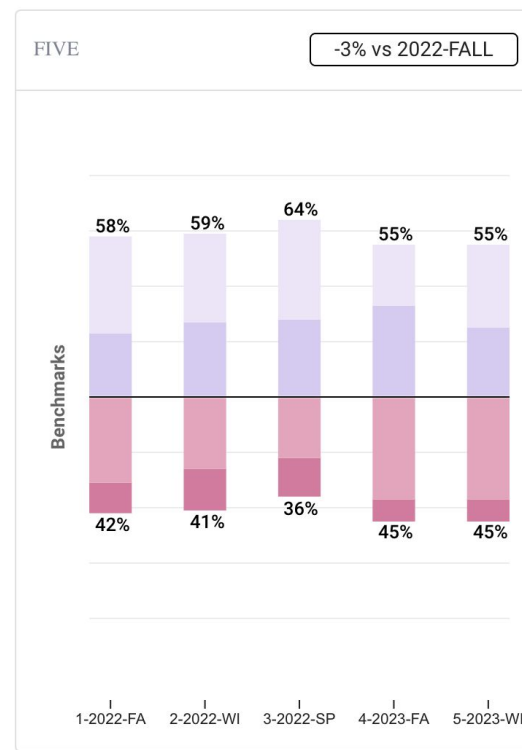
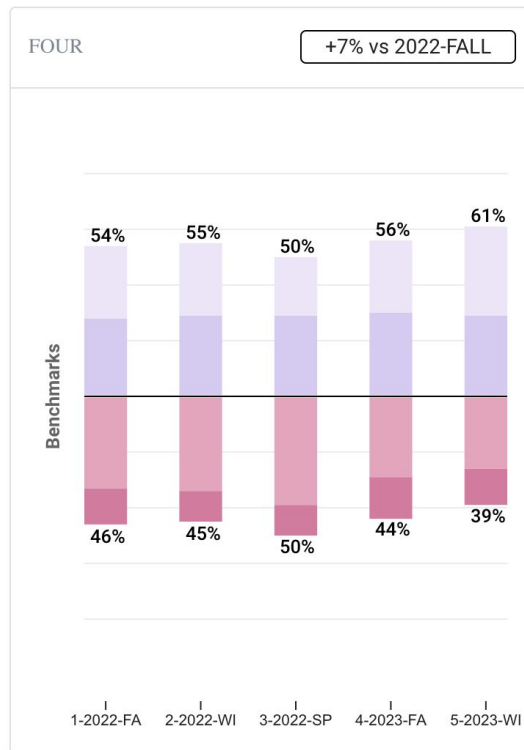
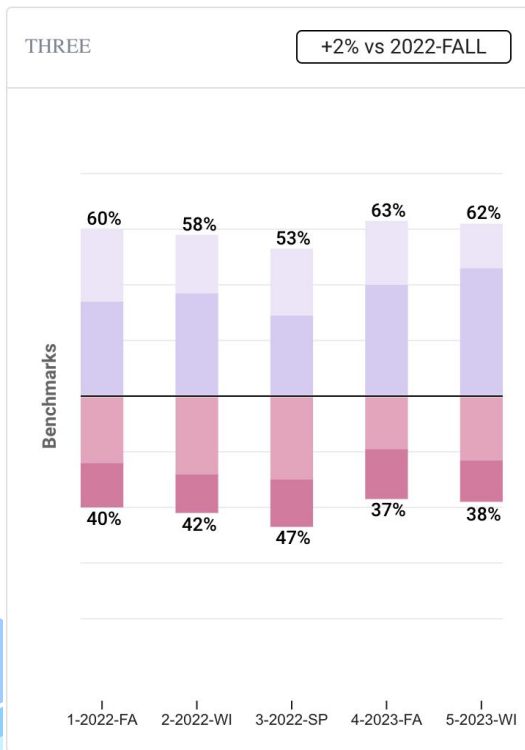
# Math

early Math (Grades K-1) and aMath (Grade 2) – Liberty Elementary



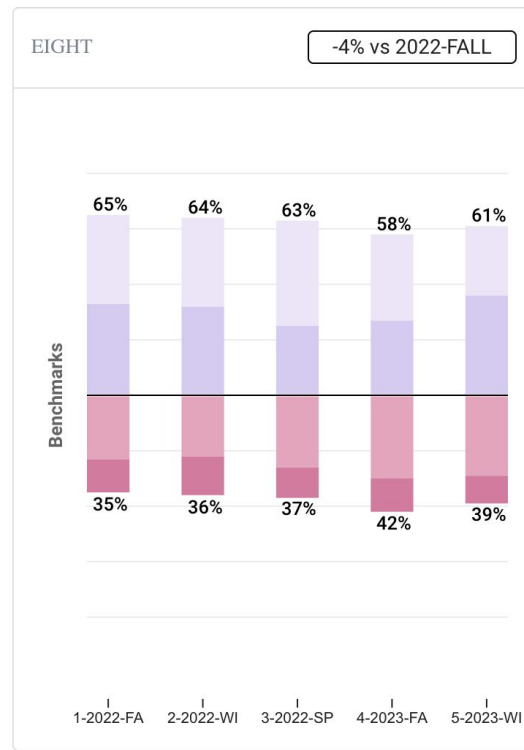
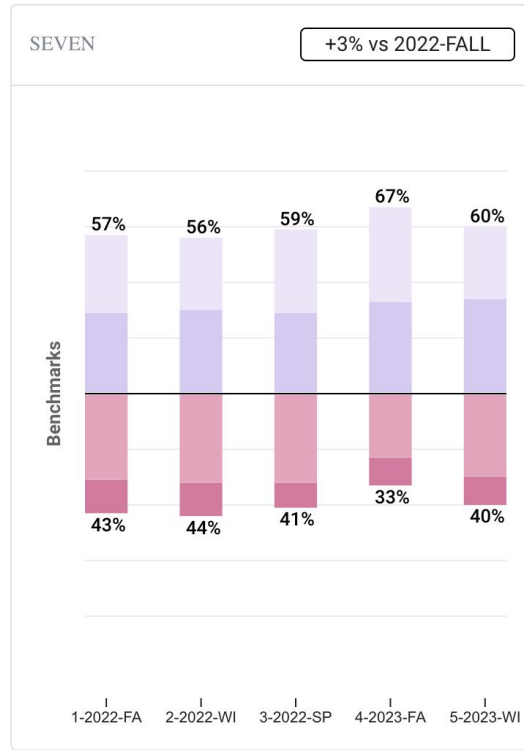
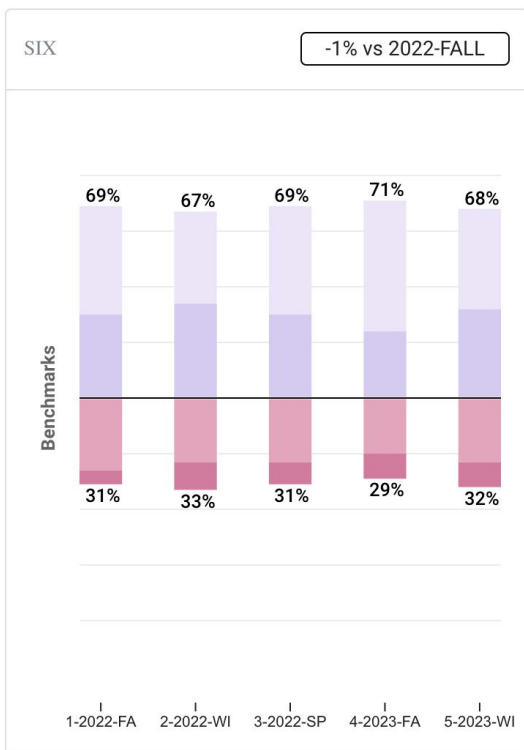
# Math

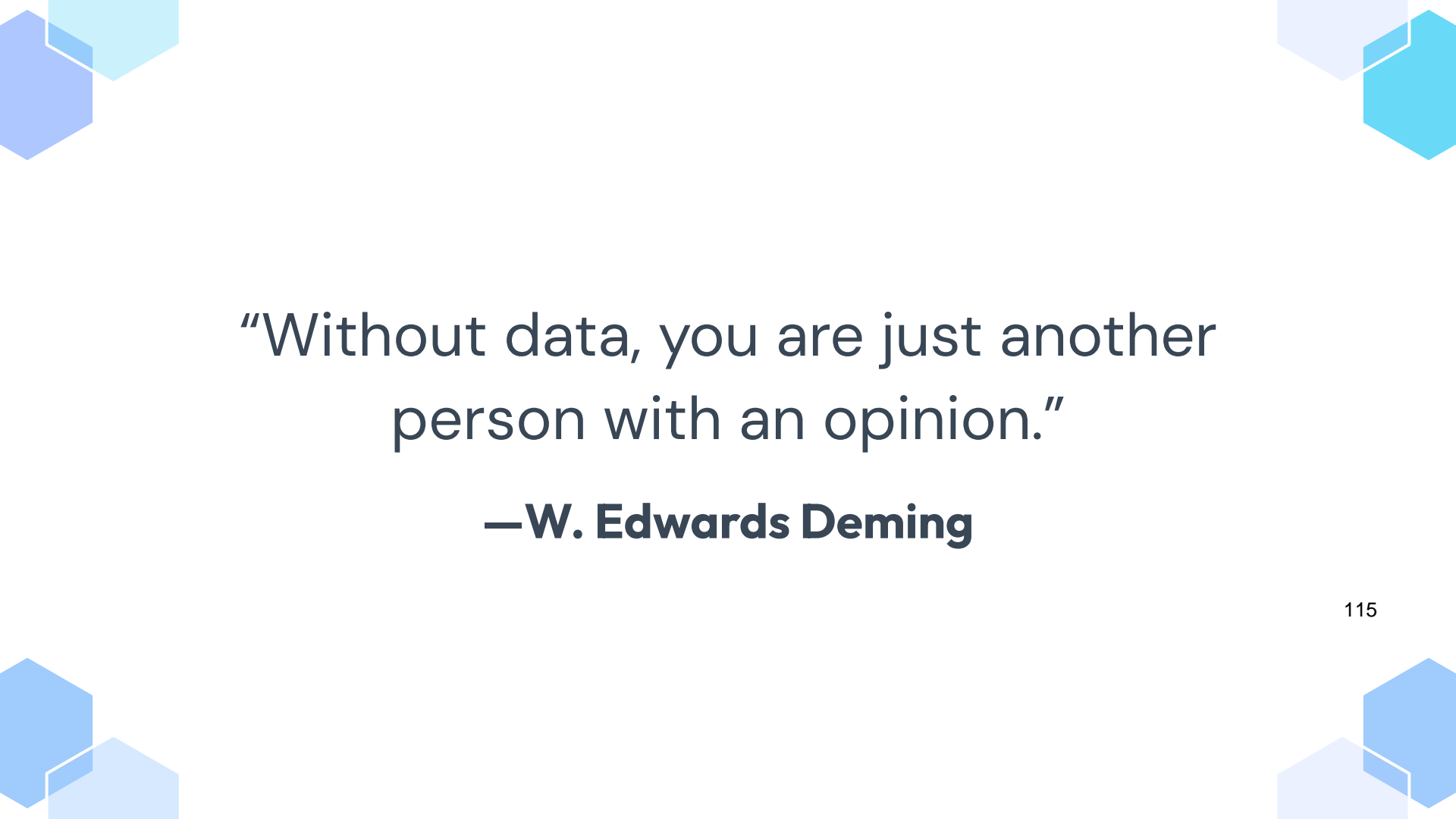
## aMath (Grade 3-5) - Independence Elementary STEM



# Math

## aMath (Grade 6-8) – Big Lake Middle School



The slide features decorative hexagonal shapes in the corners. The top-left and bottom-left corners have overlapping light blue and medium blue hexagons. The top-right and bottom-right corners have overlapping light blue and bright cyan hexagons.

“Without data, you are just another person with an opinion.”

—**W. Edwards Deming**



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# Data

Data is an integral component of a successful MTSS System.



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# Thank you!

Minda Anderson  
Assistant Superintendent  
[m.anderson@biglakeschools.org](mailto:m.anderson@biglakeschools.org)



February 19, 2024

Terrence Zerwas  
Director of Buildings and Grounds  
Independent School District #727  
701 Minnesota Avenue  
Big Lake, Minnesota 55309

Re: Independent School District #727 - Big Lake Schools  
Liberty Elementary School and Big Lake High School Parking Lot Improvements  
Commission No. 242012

Dear TJ:

On Tuesday, February 13, 2024, bids were received from six contractors for the Liberty Elementary School and Big Lake High School Parking Lot Improvements project. The scope of the project includes additional parking stalls at the High School and improved efficiency and safety to parking and circulation at Liberty Elementary.

It was a competitive bid day with all six bids falling within a narrow range, and within the parameters of anticipated and acceptable project pricing expectations. Two of the bids did not acknowledge the addendum, one of them being the apparent low bidder. The addendum addressed scope in the proposed alternate and did not impact the base bid. Per discussion with the District, Wold's recommendation is to award this contract without accepting the alternate. The rejection of the alternate does not affect the determination of the low bidder. Wold has contacted Northwest Asphalt, Inc., and they are prepared to enter into a contract; please refer to the attached letter from Northwest Asphalt, Inc.

After having reviewed the bids, it is our recommendation to award the contract to Northwest Asphalt, Inc., as follows:

<u>Base Bid</u>	<u>\$996,900.00</u>
<b>TOTAL CONTRACT</b>	<b>\$996,900.00</b>

Upon approval, we will forward contracts to Northwest Asphalt, Inc. to allow them to begin the project.

Sincerely,

Wold Architects and Engineers

Robert Sehm | AIA, LEED AP  
Associate

Enclosures

cc: Angie Manuel, ISD #727  
Leslie Lyons, Wold

AM/EDU-MN-ISD727/Multi-Site/242012/Admin/Letters/2024.02.19 Letter to Terrence Zerwas



**PROJECT NAME:**

**LIBERTY ELEMENTARY SCHOOL & BIG LAKE HIGH SCHOOL PARKING LOT IMPROVEMENTS**

**BID TABULATION**  
 WOLD ARCHITECTS AND ENGINEERS  
 332 MINNESOTA STREET, SUITE W2000  
 SAINT PAUL, MINNESOTA 55101  
 P: 651 227 7773 F: 651 223 5646

**COMMISSION NO.:**

242012

**DATE:**

2/13/2024

**TIME:**

2:00PM

BIDDERS' NAMES:	ADDENDUM NUMBERS (1):	BID SECURITY:	BASE BID:	ALT #01: CONCRETE SIDEWALK		REMARKS:
<b>Ebert Construction</b> 23350 County Road 10 Corcoran, MN 55357 Phone: 763-498-7844 Fax: 763-498-9951	X	X	\$1,123,000.00	\$134,400.00		
<b>Minnesota Utilities &amp; Excavating</b> 13932 Lake Drive Forest Lake, MN 55025 Phone: 651-724-4076 Fax: 651-464-5536	X	X	\$1,094,585.00	\$131,129.00		119
<b>New Look Contracting, Inc</b> 14045 Northdale Boulevard Rogers, MN 55374 Phone: 763-241-1596 Fax: 763-241-9196		X	\$1,150,000.00	\$135,000.00		Addendum 1 not acknowledged
<b>Northwest Asphalt, Inc.</b> 1451 Stagecoach Road Shakopee, MN 55379 Phone: 952-445-1003 Fax: 952-445-1056		X	\$996,900.00	\$130,700.00		Addendum 1 not acknowledged. Refer to attached letter from Northwest for additional information.
<b>Omann Contracting</b> P.O. Box 120 Albertville, MN 55301 Phone: 763-497-8259 Fax: 763-497-8261	X	X	\$1,235,000.00	\$140,000.00		
<b>OMG Midwest, Inc. dba Minnesota Paving &amp; Materials</b> 14475 Quarim Drive Rogers, MN 55374 Phone: 763-428-3336 Fax: 320-251-5178	X	X	\$1,017,630.00	\$155,595.00		



# NORTHWEST ASPHALT, INC.

"Paving, Excavation and Utilities"

1451 STAGECOACH ROAD

SHAKOPEE, MN 55379-2797

PHONE (952) 445-1003

FAX (952) 445-1056

[www.nwasphalt.net](http://www.nwasphalt.net)

To Whom it May Concern,

Northwest Asphalt, Inc. accepts the "Liberty Elementary & Big Lake High School Parking Lot Improvements" project for the price of \$996,900.00 as indicated on the bid form.

Northwest Asphalt, Inc. is aware that Addendum #1 was not acknowledged on the bid form. Northwest has been notified that the owner is choosing not to accept Alternate #1, resulting in no change in price from the addendum.

We look forward to working with everyone on this project!

Thank You,

*Charles Beauchamp*

Estimator / Project Manager

**24-25 Proposed Staffing Additions**  
*February 22<sup>nd</sup> Regular School Board Meeting*

1. Deans to Assistant Principals at Liberty and Independence  
Increased behaviors and new legislation  
Cost Estimate: \$46,800
  
2. Liberty: Repurpose FTE Allocations  
Add 3.87 Specialist FTE: 2 STEAM, 1 Music, .67 PE, .2 ART  
Schedule shift to allow additional instructional minutes  
Reduce 3 classroom teachers due to class sizes  
Net add of .87. 1 FTE\* Cost Estimate: \$88,000-\$99,000  
\*Will likely need to hire a 1 FTE versus a .87 FTE
  
3. Independence: Add 1 FTE due to class sizes in 3<sup>rd</sup> grade  
Cost Estimate: \$88,000-\$99,000  
Will need to monitor all grade levels
  
4. Middle School: Add .5 FTE Music  
Allow for students to have the required music standards  
Cost Estimate: \$45,000
  
5. High School: No change in FTE's
  
6. Special Education: Add 1 FTE Speech due to increased caseloads  
Cost Estimate: \$95,000 - \$145,000
  
7. Special Education Coop Shifts: Shared SPED online teacher will shift to Big Lake  
Previously, Big Lake paid 70% of teacher based on caseloads  
Big Lake now has 100% of SPED online caseloads  
Cost Estimate: \$39,000
  
8. Buildings and Grounds: Add 1 custodial FTE at Liberty\*\*  
Custodial coverage per square feet is higher than other buildings  
Cleaning difficulty level higher due to programming and age of students  
Cost Estimate: \$75,000  
\*\*1 Custodial FTE add is an immediate need

**Total Cost Estimate: \$476,800-\$548,800**

*Paraeducator staffing is pending. Possibility of addition of 3 SPED paraeducators. Student needs and caseloads will be evaluated again in April. Average cost of paraeducator: \$50,000*



## PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

### I. PURPOSE

The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage discussion by ~~citizens~~ district stakeholders of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.
- C. Among the rights available to the public is the right to access public data as provided by Minn. Stat. Ch. 13.

### III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor. Personnel data also includes data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations.
- B. Personnel data on current and former employees that is "public" includes:  
Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data

- C. Personnel data on current and former applicants for employment by the school district that is “public” includes:  
 Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for a position in public employment. For purposes of this subdivision, “finalist” means an individual who is selected to be interviewed by the appointing authority prior to selection
- D. “Educational data” means data maintained by the school district or by a person acting for the school district which relates to a student.
- E. “Student” means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment or registration, or individuals who receive shared time educational services from the school district.
- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant’s application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

#### IV. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
  - 1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Hearing Procedures);
  - 2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
  - 3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Meetings Having Data Classified as Not Public Data);
  - 4. right to a private hearing for licensed or non-licensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3 (Notice of Nonrenewal; Opportunity to Respond).
- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
  - 1. right to a private hearing, pursuant to Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures);
  - 2. right to privacy of educational data as provided in, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA); and state and federal regulations;
  - 3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat Ch. 160 E (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

## V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all citizens of the school district an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. Ch. § 13 (Minnesota Government Data Practices Act (MGDPA)).

## VI. PROCEDURES

### A. Open Forum Guidelines

1. ~~The topic must address an item on the board agenda.~~ Community members seeking to have a subject discussed at a public school board meeting are encouraged to notify the superintendent's office in advance of the school board meeting and provide his or her name, address, the name of the group represented (if any) and the subject to be covered or issue requested to be addressed.
2. Community members who would like to address the school board, will fill out a slip with name, ~~and~~ address, ~~and connection to the district and topic~~ and provide to the board chair prior to the meeting start time.
3. The board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board or the proceedings may be directed to leave.
4. Speakers must state their name.
5. Each speaker will be provided three minutes.
6. The board chair can end the Open Forum at any time.
7. Data privacy laws do not allow for any matters concerning private or confidential data about individual employees or students to be discussed.
8. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
9. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
10. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.
11. The school board is not required to hold an open forum and this procedure may be modified by the board at any time.
12. ~~Statements by open forum speakers will be redacted from uploaded meetings if a privacy violation occurs~~

### B. Complaints – Also see policy 103

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment or other harassment based on protected class, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.
3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought

before the school board by notifying the school board in writing.

C. Open Forum

The school board may provide a specified period of time at a regular board meeting when persons may address the school board on any topic, subject to the limitations of this policy. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data, as defined in Minn. Stat. § 13.055, subd, 1, is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the MGDPA, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty under Section VI.B., constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

- Legal References:
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. § 13.055, subd, 1 (Disclosure of Breach in Security; Notification and Investigation Report Required)
  - Minn. Stat. § 13.08 (Civil Remedies)
  - Minn. Stat. § 13.09 (Penalties)
  - Minn. Stat. § 13.43 (Personnel Data)
  - Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
  - Minn. Stat. § 13D.05 (Meetings Having Data Classified as Not Public)
  - Minn. Stat. § 15.0597 (Appointments to Multimember Agencies)
  - Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures)
  - Minn. Stat. § 122A.33, Subd. 3 (Notice of Nonrenewal; Opportunity to Respond)
  - Minn. Stat. § 122A.40, Subd. 14 (Hearing Procedures)
  - Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
  - Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
  - Minn. Stat. § 123B.143, Subd. 2 (Disclose Past Buyouts or Contract is Void)
  - Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
  - Minn. Stat. 260E (Reporting of Maltreatment of Minor)
  - 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
  - Minn. Op. Atty. Gen. 852 (July 14, 2006)
- Cross References:
- School District Policy 205 (Open Meetings and Closed Meetings)
  - MSBA/MASA Model Policy 207 (Public Hearings)
  - School District Policy 406 (Public and Private Personnel Data)
  - School District Policy 515 (Protection and Privacy of Pupil Records)
  - MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)
  - MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)



## FAMILY AND MEDICAL LEAVE POLICY

### I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

### II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

### III. DEFINITIONS

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code section 101(a)(13)(B).

B. "Covered service member" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school

- district's intention to rehire the employee after the break in service.
- D. "Military caregiver leave" means leave taken to care for a covered service member with a serious injury or illness.
  - E. "Next of kin of a covered service member" means the nearest blood relative other than the covered service member's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered service member by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered service member, all such family members shall be considered the covered service member's next of kin, and the employee may take FMLA leave to provide care to the covered service member, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered service member's only next of kin.
  - F. "Outpatient status" means, with respect to a covered service member who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
    - 1. a military medical treatment facility as an outpatient; or
    - 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
  - G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
    - 1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
    - 2. to attend military events and related activities of a covered military member;
    - 3. to address issues related to childcare and school activities of a covered military member's child;
    - 4. to address financial and legal arrangements for a covered military member;
    - 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
    - 6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
    - 7. to attend post-deployment activities related to a covered military member;
    - 8. to address care needs of a covered military member's parent who is incapable of self-care; and
    - 9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
  - H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
    - 1. inpatient care in a hospital, hospice, or residential medical care facility; or
    - 2. continuing treatment by a health care provider.
  - I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
  - J. "Veteran" has the meaning given in 38 United States Code section 101.

#### IV. LEAVE ENTITLEMENT

##### A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
  - a. birth of the employee's child and to care for such child;
  - b. placement of an adopted or foster child with the employee;
  - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
  - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
  - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
  - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
  - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
    - 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the service member's office, grade, rank, or rating; or
    - 2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

- 3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
  - 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
  7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
  8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
  9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
  10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
  11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review. The school district shall comply with written notice requirements as set forth in federal regulations.
14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the school district. ~~The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave.~~ This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the school district so that the total leave does not exceed 12 weeks, unless agreed to by the school district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the school district reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Service member Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the service member. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a service member includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of

- 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered service member and ends 12 months after that date.
  4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered service member with a serious injury or illness.
  5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
  6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered service member and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
  7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

## **V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES**

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
  1. take leave for the entire period or periods of the planned medical treatment; or
  2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
  1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
  2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
  3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
  4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the

employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

## VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

## VII. DISSEMINATION OF POLICY

- A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

**Legal References:** Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)  
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)  
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)  
38 U.S.C. § 101 (Definitions)  
29 C.F.R. Part 825 (Family and Medical Leave Act)

**Cross References:** ~~None MSBA School Law Bulletin "M" (Licensed and Non-Licensed School District Employee Leave)~~



## DRUG AND ALCOHOL TESTING

### I. PURPOSE

- A. The school board recognizes the significant problems created by drug, ~~and~~ alcohol, and **cannabis** use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug, ~~and~~ alcohol, and **cannabis** use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug, ~~and~~ alcohol, and **cannabis** testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950-181.957

### II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing and **cannabis testing** in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing and **cannabis testing** in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing and **cannabis testing** in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.
- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol or **cannabis** is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or **cannabis** is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or **cannabis** are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.

- F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
  2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
  3. as provided in the school district’s written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by section 181.952; or
  4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

### III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

#### A. General Statement of Policy

All persons subject to commercial driver’s license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment

#### B. Definitions

1. “Actual Knowledge” means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee’s use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee’s admission, except when made in connection with a qualified employee self-admission program.
2. “Alcohol Screening Device” (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. “Breath Alcohol Technician” (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. “Commercial Motor Vehicle” (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.
5. “Designated Employer Representative” (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.
6. “Department of Transportation” (DOT) means United States Department of Transportation.
7. “Direct Observation” means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.

8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.
9. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. "Licensed Medical Practitioner" means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.
12. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver:
  - (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
  - (b) fails to remain at the testing site until the testing process is complete;
  - (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
  - (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test;
  - (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists;
  - (f) fails or declines to take an additional test as directed by the school district or the collector;
  - (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER;
  - (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms);
  - (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;
  - (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process;
  - (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or
  - (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing
13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.

16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the

substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment
- c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years
- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.
2. Post-Accident Testing
    - a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
    - b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
    - c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
    - d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
    - e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
    - f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
    - g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.
  3. Random Testing
    - a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.
    - b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
    - c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.
    - d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.

- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible
4. Reasonable Suspicion Testing
- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
  - b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
  - c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
  - d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.
5. Return-To-Duty Testing
- A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements
6. Follow-Up Testing
- When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.
7. Refusal to Submit and Attendant Consequences
- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
  - b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted

and makes the driver or driver applicant subject to discipline or disqualification under this policy.

- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment **€ D** to this policy.

## I. Testing Procedures

### 1. Drug Testing

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The

MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
  - 1) The donor expressly declines the opportunity to discuss the test results;
  - 2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
  - 3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

## 2. Alcohol Testing

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test
- e. Alcohol tests are reported directly to the DER

## J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver’s or driver applicant’s expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.
- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
  - a. The school district has first given the employee an opportunity to participate in, at the employee’s own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
  - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its

completion or by a positive test result on a confirmatory test after completion of the program.

- c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

#### K. Testing Laboratory

The testing laboratory for controlled substances will be a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

#### L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

#### M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

2. The required records shall be retained for the following minimum periods:

Basic Records--5 years. "Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers—3 years; Alcohol and controlled substance collection procedures—2 years; Negative and cancelled controlled substance tests—1 year; Alcohol tests with less than 0.02 concentration—1 year; Education and training records—indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows:
  - 1) Any on-duty alcohol use;
  - 2) Any pre-duty alcohol use;
  - 3) Any alcohol use following an accident; and
  - 4) Any controlled substance use
- f. Any report from a substance abuse professional certifying successful completion of the return to work process;
- g. Any negative return to duty test; and
- h. Any employer's report of completion of follow-up testing

#### N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district

b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements

3. Disciplinary Action

a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge

c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies

P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance

in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701
2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. **CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES**

The school district may request or require drug and alcohol testing **or cannabis testing** for school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing **or cannabis testing** as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing (See Section III. of this policy.) If the school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. Of this policy will be applicable to such testing.

A. Definitions

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section

181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.

2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. "Drug" means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.
4. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.
5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
7. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the charter school's drug and alcohol testing policy relating to school bus drivers (Section III.).
8. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the charter school's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."
9. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
10. "Random Selection Basis" means a mechanism for selection of employees that:
  - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and

b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.

11. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

12. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.

**A. B. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:**

**1. General Limitations**

- a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing **or cannabis testing**, unless the testing is done pursuant to this ~~drug and alcohol testing~~ policy; and is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes 181.953, subdivision 1.
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing **or cannabis testing** on an arbitrary and capricious basis.

**2. Cannabis Testing Exceptions**

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d. a position of employment funded by a federal grant; or
- e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

**3. Job Applicant Testing**

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

- a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.
- b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.
- c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.
- d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

#### 4. Random Testing

The school district may request or require “**other** employees” to undergo **cannabis testing or** drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

#### 5. Reasonable Suspicion Testing

The school district may request or require any employee to undergo **cannabis testing or** drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of **cannabis**, drugs or alcohol;
- b. has violated the school district’s written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, **cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products** while the employee is working or while the employee is on the school district’s premises or operating the school district’s vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

#### 1. Treatment Program Testing

The school district may request or require any employee to undergo **cannabis testing and** drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo **cannabis testing and** drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

#### 2. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks’ written notice that a drug or alcohol test may be requested or required as part of the physical examination.

#### **B.** No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

~~C. Definitions~~

- ~~1. "Drug" means a controlled substance as defined in Minnesota Statutes, including medical cannabis, regardless of enrollment in the state registry program.~~
- ~~2. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.~~
- ~~3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."~~
- ~~4. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.).~~
- ~~5. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision. 1.~~
- ~~6. "Random Selection Basis" means a mechanism for selection of employees that:
  - ~~a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and~~
  - ~~b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.~~~~
- ~~7. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.~~
- ~~8. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.~~

~~D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal~~

- ~~1. Right of Employee or Job Applicant to Refuse Drug and Alcohol Testing  
Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the~~

provisions contained in Paragraphs 2. and 3. of Section IV. D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing  
Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.
3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing  
Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

**E. Reliability and Fairness Safeguards**

1. Pretest Notice  
Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing **or requesting cannabis testing**, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing **or cannabis testing** policy.
2. Notice of Test Results  
Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing **or cannabis testing** of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.
3. Notice of and Right to Test Result Report  
Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test **or cannabis test**.
4. Notice of and Right to Explain Positive Test Result
  - a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information **see Attachment G to this policy**.
  - b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
  - c. The employee may present verification of enrollment in the medical cannabis patient registry **or of enrollment in a Tribal medical cannabis program** as part of the employee's explanation.
  - d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for **marijuana cannabis**. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product
  - e. Within three (3) working days after notice of a positive test result on a

confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
  - b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, ~~or~~ alcohol, **or cannabis** threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.
6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable. Attachments ~~E~~ F and ~~F~~ G to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

~~F.~~ Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test **or cannabis test** requested by the school district, unless the following conditions have been met:
  - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, ~~or~~ alcohol, **or cannabis** counseling or rehabilitation program, whichever is more appropriate,

as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

- b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process **or cannabis testing process** and conclusions drawn from and actions taken based on the reports or other acquired information.

**G.** Withdrawal of Job Offer for an Applicant for a Position that Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

**H.** Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and

4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

**I. Privacy, Confidentiality and Privilege Safeguards**

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes Chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

**J. Notice of Testing Policy to Affected Employees**

The school district shall provide written notice of this drug, ~~and~~ alcohol, ~~and~~ **cannabis** testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment **G H** to this policy.

**V. POSTING**

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. Ch. 43A (State Personnel Management)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)

Minn. Stat. § 152.32 (Protections for Registry Program Participation)  
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)  
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)  
Minn. Stat. § 221.031 (Motor Carrier Rules)  
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)  
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol  
Test Results of Commercial Motor Vehicle Operators)  
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)  
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing  
Omnibus Transportation Employee Testing Act of 1991)  
**49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)**

***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 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

## **ATTACHMENTS TO DRUG, ALCOHOL, AND CANNABIS TESTING POLICY**

Attachments A through C are to be used in conjunction with the drug and alcohol testing of school bus drivers and driver applicants.

- Attachment A is a "**Driver Acknowledgment–Drug and Alcohol Testing Policy Materials**" form that should be used to document receipt of the policy and other materials by drivers and driver applicants. It is referred to in Article III., Section C., Paragraph 4. of the policy.
- Attachment B is a "**Bus Driver or Driver Applicant–Authorization to Release Information**" form. It is referred to in Article III., Section H., Paragraph 1. of the policy
- Attachment C is a "**Consent to Clearinghouse Full Query**" form. It is referred to in Article III, Section H, Paragraph e of the policy.
- Attachment D is a "**Bus Driver or Driver Applicant–Refusal to Submit to Testing**" form. It is referred to in Article III., Section H., Paragraph 8. of the policy.

Attachments E through H are to be used in conjunction with drug, cannabis, and alcohol testing of non-bus drivers and applicants.

- Attachment E is a "**Pretest Notice**" that must be provided to non-school bus driver employees or job applicants before requesting that the employee or job applicant undergo drug or alcohol testing. It is referred to in Article IV., Section E., Paragraph 1. of the policy.
- Attachment F is a "**Notice of Test Results and Various Rights**" which should be used by the District when notifying non-school bus driver employees or job applicants of test results and other rights. It is referred to in Article IV., Section E., Paragraph 6. of the policy.
- Attachment G is an "**Explanation of Positive Test Result**" form which should be used by the school district to request that the employee or job applicant submit information to the school district relevant to the reliability of, or explanation for, a positive test result. It is referred to in Article IV., Section E., Paragraph 4. of the policy.
- Finally, the District may wish to use Attachment H, entitled "**Acknowledgment–Drug Alcohol, and Cannabis Testing Policy,**" to document that written notice of the policy was given to all affected employees. It is referred to in Article IV., Section J. of the policy.



— DRIVER ACKNOWLEDGMENT —

**DRUG AND ALCOHOL TESTING POLICY AND MATERIALS**

I have received a copy of the Drug, Alcohol, and Cannabis Testing Policy of Independent School District No. 727, Big Lake, Minnesota and have read it in its entirety. I understand that I am subject to the provisions of Article III of the policy, entitled Federally Mandated Drug and Alcohol Testing for School Bus Drivers, because the position involves operating a commercial motor vehicle and requires a commercial driver's license.

The District's policy was provided to me:

- Upon adoption of the policy (employee).
- Upon my hire (job applicant/new employee).
- After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing (job applicant).

I also received materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem; and available methods of intervening when an alcohol or drug problem is suspected.

I have been advised that the Alcohol and Controlled Substances Testing Program Manager is \_\_\_\_\_ and that any questions I may have concerning the Policy should be directed to the Program Manager.

Dated: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Employee/Applicant*

\_\_\_\_\_  
*Typed or Printed Name*



— BUS DRIVER OR DRIVER APPLICANT —  
**AUTHORIZATION TO RELEASE INFORMATION**

Section I. To be completed by the school district, signed by the bus driver, or driver applicant, and transmitted to the previous employer:

Employee Printed or Typed Name: \_\_\_\_\_

Employee SS or ID Number: \_\_\_\_\_

I hereby authorize release of information from my Department of Transportation regulated drug and alcohol testing records by my previous employer, listed in Section I-B, to the employer listed in Section I-A. This release is in accordance with DOT Regulation 49 CFR Part 40, Section 40.25. I understand that information to be released in Section II-A by my previous employer, is limited to the following DOT-regulated testing items:

1. Alcohol tests with a result of 0.04 or higher;
2. Verified positive drug tests;
3. Refusals to be tested;
4. Other violations of DOT agency drug and alcohol testing regulations;
5. Information obtained from previous employers of a drug and alcohol rule violation;
6. Documentation, if any, of completion of the return-to-duty process following a rule violation.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Section I-A.

School District Name: \_\_\_\_\_

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

Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Designated Employer Representative: \_\_\_\_\_

Section I-B.

Previous Employer Name: \_\_\_\_\_

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

Phone #: \_\_\_\_\_

Designated Employer Representative (if known): \_\_\_\_\_

Section II. To be completed by the previous employer and transmitted by mail or fax to the new employer:

Section II-A. In the two years prior to the date of the employee's signature (in Section I), for DOT-regulated testing:

1. Did the employee have alcohol tests with a result of 0.04 or higher? YES \_\_ NO \_\_
2. Did the employee have verified positive drug tests? YES \_\_ NO \_\_
3. Did the employee refuse to be tested? YES \_\_ NO \_\_
4. Did the employee have other violations of DOT agency drug and alcohol testing regulations? YES \_\_ NO \_\_
5. Did a previous employer report a drug and alcohol rule violation to you? YES \_\_ NO \_\_
6. If you answered "yes" to any of the above items, did the employee complete the return-to-duty process? N/A\_\_\_\_\_ YES \_\_ NO \_\_

NOTE: If you answered "yes" to item 5, you must provide the previous employer's report. If you answered "yes" to item 6, you must also transmit the appropriate return-to-duty documentation (e.g., SAP report(s), follow-up testing record).

Section II-B.

Name of person providing information in Section II-A: \_\_\_\_\_

Title: \_\_\_\_\_

Phone #: \_\_\_\_\_

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



**— BUS DRIVER OR DRIVER APPLICANT —  
CONSENT TO SCHOOL DISTRICT CONDUCT  
OF CLEARINGHOUSE FULL QUERY**

Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver’s License (CDL) Drug and Alcohol Clearinghouse (“Clearinghouse”) to obtain information about whether the driver

- (1) has a verified positive, adulterated, or substituted controlled substances test result;
- (2) has an alcohol confirmation test with a concentration of 0.04 or higher;
- (3) has refused to submit to a test in violation of federal law; or
- (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law.

The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three (3) years from the date of the query.

I consent to the school district’s conduct of a Clearinghouse full query.

Dated: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Applicant*

\_\_\_\_\_  
*Typed or Printed Name*



**— BUS DRIVER OR DRIVER APPLICANT —  
REFUSAL TO SUBMIT TO TESTING**

I hereby refuse to submit to drug/alcohol testing by doing the following:

- Failing to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
- Failing to remain at the testing site until the testing process is complete;
- Failing to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
- Failing to permit the observation or monitoring of any provision of a specimen in the case of a directly observed or monitored collection in a drug test;
- Failing to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure;
- Failing or declining to take a second test as directed;
- Failing to undergo a medical examination or evaluation, as directed by the Medical Review Officer (MRO) or the Designated Employer Representative (DER);
- Failing to cooperate with any part of the testing process (e.g., refusing to empty pockets when so directed by the collector, behaving in a confrontational way that disrupts the collection process, failing to wash hands after being directed to do so by the collector, failing to sign the certification on the form);
- Failing to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;
- Possessing or wearing a prosthetic or other device that could be used to interfere with the collection process;
- Admitting to the collector or MRO that the driver adulterated or substituted the specimen; or
- Having a verified adulterated or substituted test as reported by the MRO.

[An applicant who fails to appear for a preemployment test, who leaves the testing site before the preemployment testing process commences, or who does not provide a urine specimen because he or she left before it commences, is not deemed to have refused to submit to testing.]

I recognize that my refusal subjects me to the consequences specified in federal law and regulations. It also constitutes a presumption of a positive result. I further recognize that if I am an applicant, I will be disqualified from consideration for the conditionally-offered position. If I am an employee, I will not be permitted to perform safety-sensitive functions, and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If the school district offers me an opportunity to return to a DOT safety-sensitive function, I understand I will be evaluated by a substance abuse professional, and will be required to submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

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

Time: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Employee/Applicant*

Supervisor: \_\_\_\_\_

\_\_\_\_\_  
*Supervisor's Signature*

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employee refusal to sign

*Supervisor's Initials:* \_\_\_\_\_



— PRETEST NOTICE —

I, the undersigned employee/job applicant of Independent School District No. 727, Big Lake, Minnesota ("School District") do hereby acknowledge that I have been provided a copy of the School District's Drug, Alcohol, and Cannabis Testing Policy.

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

\_\_\_\_\_  
*Signature of Employee/Job Applicant*

\_\_\_\_\_  
*Typed or Printed Name*



[Employee Name]  
[Employee Address]

**RE: Drug, Alcohol, and/or Cannabis Test  
[Date of Testing]**

#### NOTICE OF TEST RESULTS AND VARIOUS RIGHTS

##### Test Results:

Independent School District No. 727, Big Lake, Minnesota has received the test result report from the testing laboratory:

- G Your initial screening test result was negative.
- G Your confirmatory test result was negative.
- G Your confirmatory test result was positive.

##### Test Result Report:

You have the right to request and receive from the school district a copy of the test result on any drug or alcohol test or cannabis test.

##### Right to Explain Positive Test Result:

In the case of a positive test result on a confirmatory test, you have the right to explain the results. You may, within three (3) working days after notice of a positive test result on a confirmatory test, submit information to the school district, in addition to any information already submitted, to explain that result. Attached to this Notice is a document entitled "Explanation of Positive Test Result" for this purpose.

##### Right to Request Confirmatory Retests:

In the case of a positive test result on a confirmatory test, you have the right to request a confirmatory retest of the original sample at your own expense.

Within five (5) working days after notice of the confirmatory test result, you must notify the school district in writing of your intention to obtain a confirmatory retest.

Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that you have requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against you.

##### Other Rights:

In the case of a positive test result on a confirmatory test, you may have other rights provided under the sections detailed below.

- A. Employee Discharge and Discipline

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee whose position does not require a commercial driver's license on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

2. The school district may not discharge an employee whose position does not require a commercial driver's license for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
  - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
  - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
3. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
4. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.
5. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

#### B. Withdrawal of Applicant's Job Offer

If a job applicant for a position that does not require a commercial driver's license has received a job offer made contingent on the applicant passing drug, alcohol, and/or cannabis testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.



EXPLANATION OF POSITIVE TEST RESULT

I, the undersigned employee/job applicant of Independent School District No. 727, Big Lake, Minnesota acknowledge receipt of a Notice of Test Results and Various Rights. This includes my right to explain the positive test result on a confirmatory test.

I am currently taking or have recently taken:

- no over-the-counter or prescription medications; or
- the following over-the-counter or prescription medications:

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I also offer the following information relevant to the reliability of, or explanation for, a positive test result:

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

\_\_\_\_\_  
*Signature of Employee/Job Applicant*

\_\_\_\_\_  
*Typed or Printed Name*



**— ACKNOWLEDGMENT —**  
**DRUG, ALCOHOL, AND CANNABIS TESTING POLICY**

I have received a copy of the Drug, Alcohol, and Cannabis Testing Policy of Independent School District No. 727, Big Lake, Minnesota and have read it in its entirety.

The District's policy was provided to me:

- Upon adoption of the policy (employee)
- Upon my hire (job applicant/new employee)
- After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug, alcohol, and cannabis testing as applicable. (job applicant)

Dated: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Employee/Applicant*

\_\_\_\_\_  
*Typed or Printed Name*

Policy 506b  
Procedures for Removal of Students from Class

[Liberty Elementary](#)

[Independence Elementary STEM](#)

[Big Lake Middle School](#)

[Big Lake High School](#)

**Liberty Elementary:**

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

Classroom teachers first utilize their classroom safe place, take-a-break spot, or a buddy classroom to redirect negative behaviors. If staff are needing additional support, they should call the office or walkie asking for support, using the “LB SE” channel. When a Liberty team member comes to support, needs are assessed. If a general education student needs to leave their class because they are being unsafe or making it so others can’t learn, they may utilize a calming area in our social worker office, counselor office, calming room near the elevator, or in the office. SPED students go to a special education resource room. Restorative practices are used whenever possible to repair relationships.

If a student is out of the classroom for a large amount of time, families will be notified. If students are physical or extremely unsafe (i.e. major physical aggression, vandalism, threat/intimidation, extreme stealing, self harming language/behavior, repeated patterns of negative behavior) details will be added to our student information system (IC). For general education students, the administrative dean, counselor, social worker or principal will enter information into IC. For SPED students, the data will be entered into IC. If patterns of needing to be removed from the classroom start to occur, the administrative dean will be notified for general education students, or the SPED case manager will be notified for students with SPED services, and a family meeting may be called.

If the student is a general education student, the classroom teacher will fill out PBIS forms to document the behaviors. Staff will continue to look for the function of the behavior, as we believe behavior is communication. Additionally, significant behavior incidents will be entered into IC by the administrative dean, counselor, social worker or principal (the staff listed who is most closely involved with the incident will record the information into IC). Once a few of the most important negative behaviors are identified, interventions will begin, in collaboration with the counselor or social worker. If behaviors are deemed violent, staff who work with the student will be notified in writing.

If the student receives SPED services, SPED staff will document communication in the communication log on SPED forms. Additionally, significant behavior incidents will be entered into IC. A functional behavior assessment, behavior support plan may need to be completed to help support significant behaviors. If behaviors continue to escalate or remain heightened, the case manager will call a team meeting to address the needs and

increase collaboration among the team. If needed these team meetings can meet monthly or bimonthly as core team meetings for the student. If behaviors are deemed violent, staff who work with the student will be notified in writing.

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

A student is only out of the classroom for long enough to calm, reflect on their behavior, fix their mistakes, and make a plan to have a better rest of the day. This should not be longer than 5 lessons. If a student is out of the classroom for a large amount of time, families will be notified.

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

SPED Student: A special education resource room where they can calm in a safe area under the supervision of support staff, case manager, or another special education teacher.

General Education Student: Utilize a calming area in our social worker office, counselor office, calming room near the elevator, or in the office. Students are supervised and supported until they are calm, can follow directions and rejoin their class in a safe way.

Call the office or walkie for support, using the "LB SE" channel. If the student is receiving special education support with a paraeducator within the classroom the para may remove the student without needing to call for additional support if it is safe to do so.

We always make sure an adult has eyes on a student, especially when escalated.

Use calming strategies, share what they are feeling and why, make plans to fix their mistakes, show they are ready to join their class by handling a non-preferred activity with support, fix their mistakes, join class.

Whoever came to the class to support has lead, unless it is a SPED student and then it is their case manager if and when they arrive.

**D. Procedures for Return of a Student to a Specific Class from Which the Student was Removed**

The student can rejoin the class when they are in a calm state and have shown they can handle a non-preferred activity. The student is brought back to the class and the staff who was supporting them makes sure they can successfully rejoin the class.

The staff member who supported the student connects with the classroom teacher and updates them on what happened. For general education students, the classroom teacher fills out a PBIS form. For SPED students, the case manager will document incidents on resource room incidents log. If the behavior was significant (as described above), it will

be added to IC. If patterns start to form, the classroom teacher will bring the student to our Tier 2/3 Behavior Meeting. If they are a SPED student, and new behavior patterns start or existing behaviors have escalated, a team meeting will be called by the case manager. Parents are a key member to our team and will be notified and partnered with as much as possible.

**E. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions**

If a significant incident occurs, the administrative dean will be informed. Data will be collected, plans to fix the issue will occur, including restorative practices whenever possible. The student will be taught the appropriate actions for the next time, consequences will be given, parents will be notified and incident details, as well as resulting actions will be added to IC.

If patterns of significant behaviors continue or new significant behaviors start to occur, either a team meeting will be called for a student with SPED services, or a family meeting will be called for a general education student. Safety for themselves and others is a priority, and teaching the skills to make this happen is of utmost importance at Liberty.

**F. Disabled Students; Special Provisions**

Further assessment will be completed if at least two separate behavior interventions are documented without adequate progress.

If a student with SPED services shows a pattern of negative behavior, and the student is explicitly taught the skill to improve that behavior and it isn't working, a team meeting should be called to examine how to provide further support.

Students are referred to possible SPED services if there is not adequate growth after implementing two 4-6 week behavior interventions.

**G. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises**

Our Tier 2/3 Behavior Team is our chemical abuse pre-assessment team, and they will gather if a student is showing concerning behavior.

If any classroom teacher is noticing concerning behavior regarding chemical abuse, they will notify the administrative dean, principal or the social worker. A Tier 2/3 Behavior Team meeting will be called.

**H. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct**

If a significant incident occurs, the administrative dean will be informed. Data will be collected, plans to fix the issue will occur, including restorative practices whenever

possible. The student will be taught the appropriate actions for the next time, consequences will be given, parents will be notified and incident details, as well as resulting actions will be added to IC.

Staff will continue to look for the function of the behavior, and once a few of the most important negative behaviors are identified, interventions will begin, in collaboration with the counselor or social worker.

If patterns of significant incidents continue, a team meeting (for SPED students) or a family meeting (for general education students) will be called.

### **Independence Elementary STEM:**

#### **A. Procedures for Removal of a Student From a Class**

When a student needs to be removed from a classroom for a major behavior that cannot be managed by the classroom teacher, the teacher will access the online SSR Referral Form to communicate with the office that a student's behavior needs to be addressed by a school administrator. The referral form can be found in the Independence Shared Folder on the District's Google Drive, on the Important Links Google Doc. Teachers will be brought to a Google Form, where they will answer questions about the student's name, grade, reason for the referral, location of the incident, others involved, description of the behavior, and any previous supports implemented by the teacher. If a student's behavior is considered a major behavior by school administration, the Administrative Dean will record the behavior in Infinite Campus.

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

The length of time a student may be removed from a class is determined by the type of incident and number of recurrences of the behavior. Using a behavior matrix specific to the behavior, the school administrator, in consultation with the teacher, will determine the appropriate amount of skill based, restitution, and restorative work the student will need to complete prior to returning to the classroom.

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

When a student is removed from class, the student will report to the Student Support Room. Generally, students will be able to walk on their own to the Student Support Room; however, an administrator will escort a student to the Student Support Room if the student is a safety risk for themselves or others. When a student is in the Student Support Room, the student will work with staff to complete processing sheets, reviews of expectations for the specific area the behavior occurred, specific social skills lessons, behavior packets related to the behavior, guided online learning activities, staff directed lessons, and work to restore the relationship with the other student or staff; for example, writing an apology letter. Students will also work on any assignments they would or have missed due to the behavior and removal from class. The Administrative Dean is responsible for the student after removal from class.

**D. Procedures for Return of a Student to a Specific Class from Which the Student was Removed**

When a student has completed the expected work based on the incident, the student will begin the process back to class by completing a Back to Class pass in the Student Support Room. The Back to Class pass guides the student through a series of questions to help the student create an action plan for future situations. Also, the Back to Class pass provides an opportunity for the student and staff in the Student Support Room to review the expectations for returning to class. The pass and all the materials the student worked on while in the Student Support Room are collected and sent with the student back to the classroom. When the student arrives at the classroom, the student will immediately go to the Reset Chair and wait for the teacher to invite the student back to their expected seat. Prior to the student returning to the expected seat, the teacher will review the materials the student worked on in the Student Support Room and process with the student about the incident.

**E. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions**

If a student's behavior warrants an immediate removal from the classroom, the student will be directed by the teacher to report to the Student Support Room. If the student is refusing to leave the classroom the Administrative Dean will escort the student from the classroom to the Student Support Room. The Administrative Dean will interview the student and make a determination about next steps, which includes the amount of learning and restitution the student will incur (based on the behavior matrices). Depending on the incident, the student may begin processing with staff in the Student Support Room or the student will return to the Student Support Room at a later time. The Administrative Dean will contact families the day of the interview and notify parents or guardians of the violation of the rules of conduct and the resulting disciplinary action.

**F. Disabled Students; Special Provisions**

Students who have met the criteria for special education services and qualified under the Emotional or Behavioral Disabilities (EBD), Speech, or Specific Learning Disabilities (SLD) categories and are considered Setting I or Setting II or a student with a 504 Accommodations Plan will follow the same procedures as the general education student for major behaviors. Students who have qualified for special education services under the Autism Spectrum Disorder (ASD), Developmental Cognitive Disability (DCD) and EBD students receiving services at the Setting III level will be managed by the student's case manager for processing. Case managers will determine if it is necessary to consult with an administrator for ASD, DCD, and Setting III EBD students. If a student is either on a Individualized Education Program (IEP) or on a 504 Accommodation Plan the school administrator will consult with the special education lead teacher, student's case manager, 504 coordinator, or the special education coordinator to determine if the student's needs are being met by the IEP or 504 plan.

**G. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises**

A staff member who knows or has reason to believe a student is using, possessing, transferring alcohol or a controlled substance while on school premises or involved in school-related activities or is under the influence of a mood altering substance, will immediately contact the Administrative Dean. Consequences will be given based on the school's behavior matrices for chemical abuse which may include notification to school resource officer, out of school suspension, and notification to the school's chemical abuse pre assessment team.

**H. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct**

When a student violates the Big Lake Schools Code of Conduct, staff will immediately notify the Administrative Dean of a major behavior that cannot be managed by the classroom teacher. The teacher will access the online SSR Referral Form. The referral form can be found in the Independence Shared Folder on the District's Google Drive, on the Important Links Google Doc. Teachers will be brought to a Google Form, where they will answer questions about the student's name, grade, reason for the referral, location of the incident, others involved, description of the behavior, and any previous supports implemented by the teacher. If a student's behavior is considered a major behavior by school administration, the Administrative Dean will record the behavior in Infinite Campus and contact the student's family. Based on the violation, the Administrative Dean will reference specific behavior matrices as a guideline for determining interventions. Interventions are based on the severity of the violation and frequency of the violation.

**Big Lake Middle School:**

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

Teachers will follow a process to reteach, allow students to retry and give them a reset to keep them in class.

Teachers will then give the student a reset outside of their classroom door to reflect on needs to re-enter successfully.

If students are unable to engage in class safely, the teacher/administration will notify parent/guardian and process with students to identify causes and steps to build lacking skills or to meet the need that has not been addressed.

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

The removal from class can be the remainder of a single period class (46 minutes)

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

If a student is removed from class after following a process to reteach expectations, build skills and allow for a re-try, then the student will be sent to an alternative learning location.

If not a safety risk, the teacher will alert administration and send the student. If needed, administration can pick up the student from class to escort them to an alternative learning location.

Student will complete a restorative reflection when regulated to identify the cause and identify area(s) for skill improvement. Parent will be notified by teacher or administration and will spend the remainder of the period completing course work.

**D. Procedures for Return of a Student to a Specific Class from Which the Student was Removed**

Student will work with administration of a repair with the teacher/student(s) involved prior to returning to the learning community.

Student and parent/guardian will be part of the plan for re-entry and commitments moving forward.

**E. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions**

Teacher will notify parent/guardian if it is a minor behavior. Administration will notify parent/guardian if this was a major behavior or if the frequency of the behavior has exceeded three times.

**F. Disabled Students; Special Provisions**

Teacher would consult case manager for guidance. If student is accessing their case manager for more than 15 minutes consistently, then the case manager will provide support to the classroom teacher and create a plan.

If a student is removed from a classroom for more than three periods, a review of the students' IEP will be had to support the student.

**G. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises**

Parent/Guardian contact and conference with student. Student completion of a school developed diversion module.possible dismissal or suspension following determined by frequency and details of incident.

Establishment of teacher reporting procedures to the chemical abuse pre-assessment team pursuant to Minnesota Statutes, section 121A.29.

If there is reasonable suspicion of chemical possession, use or distribution, the teacher refers to administration. Administration ensures safety of student with a wellness check with the school nurse/health assistant. Administration will investigate and may respond with an administrative search (person or locker). Administration communicates with parent/guardian and ensures safety of all students involved.

**H. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct**

When a minor or major behavior is not able to be managed in the classroom, a teacher refers the student to our Dean of Students. Our Dean of Students processes through the behavior with the student and provides an intervention to support or refers to either a counselor or another administrator to meet the students' needs. The intervention will always include reteaching of expectations, reviewing the handbook, reflecting through harm/repair and making commitments to move forward successfully. Behavioral interventions can include restorative chats, skill building with a counselor, parent meeting or other appropriate means to support the student.

**Big Lake High School:**

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

Teachers will contact office personnel or designee if they think a student may need to be removed from class.

An administrator or designee will determine if a student needs to be removed from class.

Student removal from class will be documented by the teacher. Non-Exclusionary Discipline Plan (NED) paperwork.

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

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

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

Students may be brought to the administrator's office or another area clearly designated by the building administrator.

The administrator or designee will determine how a student will get to a designated area.

The administrator or designee will determine whether a student will be accompanied to the designated area.

The administrator or designee will determine what the student does upon removal from class.

The administrator or designee will retain responsibility for the student removed from class.

**D. Procedures for Return of a Student to a Specific Class from Which the Student was Removed**

A student may return to class when deemed appropriate by the administrator or designee.

The administrator or designee will determine if notes, conferences, or written plans are required for a student's return to class.

**E. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions**

Parents/guardians may be notified of rule violations and the resulting disciplinary action.

The administrator will determine if a parent/guardian conference is necessary.

**F. Disabled Students; Special Provisions**

If the alleged violator is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, the District may consider the need for further assessment based on the student's educational or related service needs. Assessment may include a comprehensive evaluation or a stand alone Functional Behavioral Assessment.

If a pattern of behavior emerges, the district may hold an individual education program (IEP) team meeting to review the student's IEP and make revisions as appropriate. Students with disabilities who demonstrate behaviors which interfere with the student's or others' safety, may result in an emergency use of restrictive procedures in accordance with Minnesota statute 125A.0942. The district may hold an IEP team meeting within (10) ten calendar days after district staff use restrictive procedures on two separate school days within 30 (thirty) calendar days or when a pattern of use emerges and the student's IEP or behavior intervention plan does not provide for using restrictive procedures in an emergency. IEP meetings may also be held at the request of the parent/guardian.

If the district has reason to suspect a student may be eligible for special education services, the student may be referred to the Student Assistance Team (SAT) for development of an evaluation plan. The team will discuss needs and develop an evaluation plan with appropriate assessments, which will result in a Prior Written Notice provided to the parents with the district's proposal. For students already eligible and in need of additional services, specific placement and/or services for the student will be consistent with state and federal guidelines and will be determined by the IEP team.

**G. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises**

The steps outlined in District Policy #417 Chemical Use and Abuse may be taken when a student is removed from class due to evidence of being under the influence of drugs.

**H. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct**

Appropriate actions will be taken for students who do not comply with the rules and regulations of Big Lake Schools #727



## **STUDENT ~~ADMISSION AND ACCELERATION~~ 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.

~~Students generally progress from grade level to grade level on an annual basis. Exceptions will be considered for all students, following the established procedures at each school for early admission or acceleration, outlined in Gifted and Talented Handbook.~~

### **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.

~~*A. Early Admission:* The practice of admitting kindergarten students who are younger than 5 years of age or first grade students who are younger than 6 years of age by September 1 of a given academic calendar year.~~

~~*B. Whole Grade Acceleration:* The practice of assigning a student to a higher grade level than is typical on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.~~

~~*C. Single Subject Acceleration:* The practice of assigning a student to a higher grade level than is typical for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.~~

#### **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 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 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; as deemed appropriate by the building principal and superintendent; 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. **Early Entrance Procedures for Kindergarten** ~~Early Admission Requirements~~

In accordance with Minnesota Statute 124D.02, no child shall be admitted as a kindergarten student unless he/she is at least five years of age on September 1 of the calendar year in which the school year for which he/she seeks admission commences. The statute provides that exceptions may be approved by the Board of Education as criteria for early admittance. Accordingly, the following procedures are established.

**Criteria for Early Entrance:**

1. Children will only be considered whose 5<sup>th</sup> birthday falls after September 1<sup>st</sup> and on or before October 31<sup>st</sup> of the year in which admission is requested.
2. Parents/Guardians indicate interest by April 15<sup>th</sup> of the school year previous to anticipated entrance
3. The parent/guardian will schedule an evaluation for the child with a licensed school psychologist to be paid by parents/guardians. (Scholarships are available for parents/guardians who qualify based on federal standards for free and reduced priced meal guidelines).

4. Children must score 130 or higher on an individually administered, comprehensive cognitive ability test.
5. Children must demonstrate high academic skills, social and emotional maturity, and persistence as determined by Big Lake Schools.
6. Results of testing must be submitted to the building principal no later than July 1<sup>st</sup>.

**Early Admittance will be Completed in Accordance with the Following Procedures:**

1. Parents/Guardians that feel it is in the best interest of their child to gain early admissions into kindergarten shall complete an application and submit to the Principal at Liberty Elementary School. The application deadline is April 15<sup>th</sup> for Early Admission for the following school year.
2. If the Principal of Liberty Elementary school determines that the circumstances are worthy of consideration, he/she will recommend that (1) the child be referred for further evaluation; or (2) the application for early entrance does not warrant further consideration.
3. If the recommendation is for further evaluation, the school will approve a licensed school psychologist to administer an individual comprehensive cognitive ability test. The parents/guardians shall pay the expense of this testing.
4. If the child meets the required cognitive ability score, the school district will designate a teacher to meet with the child and assess the child's academic skills, and observe the child's social and emotional development.
5. A conference will be held with the principal, parents/legal guardians, child applicant, and/or other appropriate staff such as kindergarten teacher, representative from early childhood, school psychologist, gifted and talented teacher and social worker to consider each early entrance candidate.
6. Based on the results of the cognitive ability testing, academic testing, and social and emotional screening, the Liberty Elementary School Principal will make the decision for or against early admission.
7. Parents/guardians will be notified of the decision.
8. All early entrants will be considered as trial placements and as such will be continually evaluated to determine if the child has been appropriately placed.

**Other Grades and Transfers:**

1. Admissions of students to all other grades shall be contingent upon completion of all previous grades. An exception to this rule may apply in the case of a child who is six years of age on or before September 1, but the child has not completed kindergarten. If a child has not completed Kindergarten and parents/guardians are requesting early admission to first grade, the procedures outlined in this policy will apply.

2. Children transferring from another school shall be placed in the grade indicated by their chronological age and/or grade placement in the previous school, pending observation by the school personnel. After these observations have been completed, the elementary principal will determine final grade placement.

~~Big Lake Schools has established the following criteria for early admission to kindergarten and first grade:~~

- ~~A. Children considered for early entrance to kindergarten must be 5 years of age on a date after September 1 or before November 1 in the year of early entrance.~~
- ~~B. Children considered for early entrance in grade 1 must be 6 years of age on a date after September 1 or before November 1 in the year of early entrance~~
- ~~C. Standardized assessments will be used to determine:~~
  - ~~1. Student ability when compared to age appropriate measures.~~
  - ~~2. School readiness skills and developmental factors, when compared to age appropriate readiness measures~~
  - ~~3. Social/emotional/functional skills, when compared to age appropriate readiness measures~~

### III. Acceleration Requirements

~~Big Lake Schools has established criteria for student acceleration, utilizing procedures outlined by the District.~~

- ~~A. Standardized measures will be used to determine:~~
  - ~~1. Student achievement on group or individually administered achievement tests~~
  - ~~2. Student aptitude and problem-solving ability for material which has not yet been formally presented to the learner~~
  - ~~3. Student intellectual ability~~
  - ~~4. School and academic factors~~
  - ~~5. Developmental factors~~

### IV. Parameters

- ~~A. In all cases of whole grade acceleration, a student will only advance one grade at a time.~~

~~B.—Acceleration will be done on a trial basis for the first trimester after the decision is made.~~

~~C.—Decisions are final, and acceleration may not be reviewed for one academic year.~~

~~**Rationale:**—*Big Lake Schools strives to assure individual student success, by placing students in the instructional level best suited to their academic, social, and emotional needs.*~~

**Legal References:** ~~*M.S. § 120.A.20—Admission to Public School*~~  
~~*M.S. § 120B.15 – Gifted and Talented Students Programs*~~  
~~*M.S. § 124.D.02—School Board Powers; Enrollment*~~  
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)



## STUDENT DISABILITY NONDISCRIMINATION

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. COORDINATOR

Persons who have questions or comments should contact the ~~Assistant Director of Student Services~~ Superintendent of Big Lake Schools, 5701 Minnesota Ave, Big Lake MN 55309, 763-262-2536. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

**Legal References:** Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)



## STUDENT ADMISSION AND ACCELERATION

- I. Students generally progress from grade level to grade level on an annual basis. Exceptions will be considered for all students, following the established procedures at each school for early admission or acceleration, outlined in Gifted and Talented Handbook.
  
- II. Definitions
  - A. *Early Admission*: The practice of admitting kindergarten students who are younger than 5 years of age or first grade students who are younger than 6 years of age by September 1 of a given academic calendar year.
  
  - B. *Whole Grade Acceleration*: The practice of assigning a student to a higher grade level than is typical on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.
  
  - C. *Single Subject Acceleration*: The practice of assigning a student to a higher grade level than is typical for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

### III. Early Admission Requirements

Big Lake Schools has established the following criteria for early admission to kindergarten and first grade:

- A. Children considered for early entrance to kindergarten must be 5 years of age on a date after September 1 or before November 1 in the year of early entrance.
  
- B. Children considered for early entrance in grade 1 must be 6 years of age on a date after September 1 or before November 1 in the year of early entrance
  
- C. Standardized assessments will be used to determine:
  1. Student ability when compared to age appropriate measures.
  
  2. School readiness skills and developmental factors, when compared to age-appropriate readiness measures
  
  3. Social/emotional/functional skills, when compared to age appropriate readiness measures

### IV. Acceleration Requirements

Big Lake Schools has established criteria for student acceleration, utilizing procedures outlined by the District.

- A. Standardized measures will be used to determine:
  - 1. Student achievement on group or individually administered achievement tests
  - 2. Student aptitude and problem-solving ability for material which has not yet been formally presented to the learner
  - 3. Student intellectual ability
  - 4. School and academic factors
  - 5. Developmental factors

V. Parameters

- A. In all cases of whole grade acceleration, a student will only advance one grade at a time.
- B. Acceleration will be done on a trial basis for the first trimester after the decision is made.
- C. Decisions are final, and acceleration may not be reviewed for one academic year.

***Rationale:*** *Big Lake Schools strives to assure individual student success, by placing students in the instructional level best suited to their academic, social, and emotional needs.*

***Legal References:*** *M.S. § 120.A.20 – Admission to Public School*  
*M.S. § 120B.15 – Gifted and Talented Students Programs*  
*M.S. § 124.D.02 – School Board Powers; Enrollment*