

Truth in Taxation Hearing/ ISD 857 Regular School Board Meeting

Monday, December 14, 2020 6:00 PM

REMOTE MEETING via Teams, 100 County Road 25 , Lewiston, MN 55952

I. **Call Regular School Board Meeting to Order.** **Speaker(s):** Board Chair
A. Truth in Taxation Hearing. **Speaker(s):** Superintendent Carman

II. **Pledge of Allegiance.** **Speaker(s):** All
III. **Quorum Call** **Speaker(s):** Board Chair

Bronk
Brummer
Koverman
Maki
Meisch
Meyer
Sommer

IV. **Approve the December 14, 2020 Meeting Agenda.**

V. **Open Forum.**

Guideline: Three minutes per speaker; fifteen minutes maximum. Complaints about personnel or individuals are prohibited. No Board action will be taken during the Open Forum. This is the only time during the Board meeting that audience participation is allowed, unless scheduled prior.

VI. **Good Things Happening**

A. Thank you to Greg Bronk for his 8 years of service as a school board member for the ISD 857 School District.

B. Congratulations to Sarah Sommer, Brein Maki, Jenny Koverman for being re-elected and Dave Pringle for being elected via to serve four year terms on the 2021 ISD 857 School Board.

C. Thank you to the P.L.A.Y. Group for providing pizzas for elementary teachers during Parent-Teacher Conferences.

D, A big thank you to the L- A Early Childhood team for planning and executing an awesome evening for students, family and community members, all in the needed safe and socially distanced fashion. The first Santa Drive Through on December 1st was tons of fun for participants and workers! Over 70 cars drove past the lighted displays and had a scavenger hunt to complete and finished with a photo opportunity with Santa wearing a Cardinal

mask! Thanks to all staff who helped set up and present the event, and a very special thanks to Vicky Greden and Tina Sand for their creativity, planning and preparations.

E, Thank you to Food Service Director Vickie Speltz and the entire food service staff, who made over 100 delicious holiday meals for area senior citizens. Thank you also to Britny Sula for helping organize the event with Vickie. Even though we were unable to host the traditional 'in school sit down lunch' with a holiday program, meals were delivered via a drive up option at the High School and Altura School. Meals were handed out by Principal Riebel in Altura and at the high school by Principal Hanson, Board Chair Meyer and Superintendent Carman.

F. Thank you to all of the staff for their ongoing commitment to students and the school district as they work during the pandemic and the unique challenges of distant learning. Thank you to the special education teachers and paraprofessionals who are working with a few students with significant needs in the schools. Thank you also to the Cardinal Club staff as we are providing childcare to over 50 students/day and supporting the K-6 students with their distant learning.

VII. Consent Agenda

Speaker(s) : Board
Chair Meyer

- A. Board Meeting Minutes: November 9th, November 13th.
- B. Financial Reports
 - a. Board Bills
 - b. Student Activity Report
 - c. Treasury Report
 - d. Miscellaneous Payments
 - e. November 2020 Wire Payments
- C. Accept two separate donations of \$900.00 for the Weight Room.
- D. Accept resignation of Michelle Marxhausen, Special Education Liaison/Transportation Scheduler effective December 23, 2020.
- E. Approve hire of Nancy Earnhart as Elementary Special Education Longterm Substitute at BA/Step 1 per Master Agreement effective January 4, 2021 through June 7, 2021.
- F. 2020-2021 Service Agreement with Hiawatha Valley Education District for Speech/Language Services for Birth - 3 year old ECSE students.

VIII. Approve designated combined polling places for all School District Special Elections beginning January 2021 through the

calendar year at Lewiston City Hall and Altura City Hall between the hours of 7:00am and 8:00pm.

IX. Certification of 2020 Payable 2021 Levy Limitation for \$1,286,937.49.

X. Policies and Forms on 1st Reading.
A. 406 Public and Private Personnel Data
B. 406F Employee Authorization of Release of Information
C. 422 Policies Incorporated by Reference
D. 427 Workload limits for Certain Special Education Teachers
E. 535 Service Animals in Schools
F. 535F Approval Request Form for Use of A Service Animal

XI. Policies on 2nd Reading
A. 415 Mandated Reporting of Maltreatment of Vulnerable Adults
B. 420 Students and Employees with Sexually Transmitted Diseases
C. 421 Gifts to Employees
D. 423 Employee Student Relationships
E. 424 License Status
F. 425 Staff Development
G. 604 Instructional Curriculum
H. 608 Instructional Services- Special Education
I. 614 Basic Standards, Testing, Accommodations, Modifications and Exemptions for IEP, Section 504
J. 620 Credit for Learning
K. 624 Online Learning Options

XII. Strategic Planning Next Key Steps

Speaker (s) :
Superintendent Carman

XIII. 2020-21 Calendar Modifications to support required additional prep time for teachers.

XIV. Learning Model(s) Starting January 5, 2021 and Winter Sports - Discussion

Speaker (s) :
Superintendent Carman

XV. PK/Elementary/Intermediate Principal's Report

Speaker (s) : Mr. Dave Riebel

XVI. High School Principal's Report

Speaker (s) : Dr. Cory Hanson

XVII. Superintendent's Report

Speaker (s) : Ms. Gwen Carman

XVIII. Board Committee Reports

A. Certified Negotiations: Bronk, Brummer, Meyer
Principals: Maki, Meisch, Sommer
B. Support Staff Negotiations: Brummer, Koverman, Meisch
Bus Drivers: Brummer, Koverman, Meisch
C. Activities Steering/MSHSL: Bronk, Maki, Sommer
D. Meet & Confer: Bronk, Brummer, Meisch
E. District Staff Development/Continuing Education: Koverman, Maki
F. Hiawatha Valley Education District: Koverman
G. Community Education & Early Childhood Advisory: Bronk, Sommer
H. Budget Committee: Bronk, Meisch, Meyer
I. Policy Review: Brummer, Meyer, Sommer

J. Health & Safety/Employee Wellness: Meisch, Sommer
K. Systems Accountability: Koverman

XIX. Upcoming Meeting Schedule (6:00pm, Remote Meetings via Teams)

- **Monday, January 4, 2021- 2021 Organizational Meeting**
- **Monday, January 14, Regular Meeting for January 2021**
- **Monday, February 8, Regular Meeting for February 2021**

XX. Motion to Adjourn.



Hiawatha Valley Education District

HVED District Office, 1410 Bundy Blvd, Winona, MN 55987

No. 61-6013 P: 507.452.1200 F: 507.452.3422 www.hved6013.org

November 18, 2020

This service agreement entered into by and between Hiawatha Valley Education District (HVED) and ISD #857 – Lewiston – Altura School District for Fiscal Year 2021 (July 1, 2020 through June 30, 2021) that:

As a licensed Speech-Language Pathologist (SLP), Sarah Ong, will provide speech services to the Birth-to-Three students serviced by Hiawatha Valley Education District. The Executive Director of Hiawatha Valley Education District is responsible for the oversight of these services.

We agree as follows:

1. Total package will include salary and fringe benefits based on the hourly rate per Sarah Ong’s contract with ISD #857- Lewiston – Altura School District. Travel (mileage) costs will be charged additionally at the Federal IRS rate current at the time of travel. Travel will be charged from the school district to student’s service location.
2. ISD #857 – Lewiston – Altura School District (Sarah Ong) will provide SLP services to Birth-to-Three students until the student turns three.
3. Duration of services shall be through the end of the fiscal year (June 30, 2021) or until the student’s third birthday.
4. ISD #857 – Lewiston-Altura School District will bill actual costs to Hiawatha Valley Education District at the conclusion of the term of service.
5. Sarah Ong will submit monthly travel costs to ISD #857- Lewiston -Altura School District that will be billed to Hiawatha Valley Education District at the conclusion of the term of service.
6. If, at any time during the Fiscal Year 2021, ISD #857– Lewiston- Altura School District needs change and would require the Speech-Language Pathologist time, this service agreement between HVED and ISD #857- Lewiston-Altura School District shall terminate.

IN WITNESS WHEREOF, the foregoing terms are agreed to and accepted by the parties.

ISD #857 – Lewiston-Altura School District

Hiawatha Valley Education District

Print Name: _____

Print Name: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

Exceptional Teams Empowering Exceptional Students

CALEDONIA • CHATFIELD • DOVER-EYOTA • HOUSTON • LACRESCENT-HOKAH • LANESBORO • LEWISTON-ALTURA • MABEL-CANTON
PLAINVIEW-ELGIN-MILLVILLE • RUSHFORD-PETERSON • ST. CHARLES • SPRING GROVE • WABASHA-KELLOGG
BLUFFVIEW MONTESSORI CHARTER SCHOOL • RIDGEWAY COMMUNITY CHARTER SCHOOL

**MINUTES OF THE LEWISTON-ALTURA REGULAR SCHOOL BOARD MEETING
ISD #857
November 9, 2020**

A regular meeting of the School Board of Independent School District #857 was held on November 9, 2020 via MS Teams, due to COVID-19 Pandemic restrictions. Members Bronk, Maki, Meisch, Koverman, Brummer, Meyer, and Sommer were present.

Board Chair Meyer called the meeting to order at 6:00pm. The Pledge of Allegiance was recited.

Motion by Bronk, seconded by Sommer to approve the November 9, 2020 Meeting Agenda. MCU.

Luke Greden from CliftonLarsonAllen LLP presented the FY20 Audit.

Tessa Olson addressed the Board regarding distant learning.

Motion by Meisch, seconded by Maki to approve the Consent Agenda. MCU.

Motion by Bronk, seconded by Meyer to accept the FY2020 Audit as presented by CliftonLarsonAllen LLP. MCU.

Motion by Meisch, seconded by Sommer to approve 2020-21 Superintendent and School Board Goals and Superintendent Evaluation Process. MCU.

Motion by Meisch, seconded by Bronk to approve Policies 415, 421, 423,424, 425 on first readings. MCU.

Motion by Sommer, seconded by Meyer to approve Policies 601, 602, 603 on second readings. MCU.

Reports were presented by Principal Riebel, Principal Hanson and Superintendent Carman,

Motion by Meisch and seconded by Bronk to adjourn the meeting at 7:17pm.

Greg Bronk, Clerk

MINUTES OF THE LEWISTON-ALTURA SPECIAL SCHOOL BOARD MEETING
ISD #857
November 13, 2020

A special meeting of the School Board of Independent School District #857 was held on November 13, 2020 via MS Teams, due to COVID-19 Pandemic restrictions. Members Bronk, Maki, Meisch, Koverman, Brummer, Meyer, and Sommer were present.

Board Chair Meyer called the meeting to order at 7:30am.

Motion by Sommer and second by Brummer to approve the agenda. MCU.

Motion by Brummer, seconded by Meisch to certify the results of the November 3, 2020 School Board Election: Jenny Koverman 1395 votes, Brein Rose Maki 1348 votes, Sarah Sommer 1571 votes, Write In: Dave Pringle 209 votes. MCU.

There was discussion and updates regarding Learning Models transition on November 17th and fall athletics.

Motion by Bronk and seconded by Sommer to adjourn the meeting at 8:00am. MCU.

Greg Bronk, Clerk

Lewiston-Altura Public Schools December Board Bills

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
0857	001	P10631	60314	69780	Check	1 6705	R1	2NDGEAR	Yes	No	No	USD	12/14/2020	24,080.55
0857	001	P10631	60318	69781	Check	1 6737		A-1 Mobile Storage Service	Yes	No	No	USD	12/14/2020	464.00
0857	001	P10631	60269	69782	Check	1 3474		AAA Awards	Yes	No	No	USD	12/14/2020	134.29
0857	001	P10631	60321	69783	Check	1 6744		Airborne Athletics, Inc	Yes	No	No	USD	12/14/2020	2,000.00
0857	001	P10631	60319	69784	Check	1 6739		Alchemy Sound and Vision	Yes	No	No	USD	12/14/2020	1,758.75
0857	001	P10631	60259	69785	Check	1 3128		Amazon.com	Yes	No	No	USD	12/14/2020	899.59
0857	001	P10631	60218	69786	Check	1 00420		ARNOLD SUPPLY	Yes	No	No	USD	12/14/2020	2,937.50
0857	001	P10631	60320	69787	Check	1 6743		Athletic Stuff	Yes	No	No	USD	12/14/2020	123.00
0857	001	P10631	60241	69788	Check	1 2183		B. S. Rentals Inc.	Yes	No	No	USD	12/14/2020	390.00
0857	001	P10631	60273	69789	Check	1 3868		BRAINPOP	Yes	No	No	USD	12/14/2020	295.00
0857	001	P10631	60291	69790	Check	1 5631	R1	BSN Sports, LLC	Yes	No	No	USD	12/14/2020	3,576.36
0857	001	P10631	60251	69791	Check	1 2671	R1	CDW-Government	Yes	No	No	USD	12/14/2020	4,251.99
0857	001	P10631	60225	69792	Check	1 1114		Century Link	Yes	No	No	USD	12/14/2020	217.89
0857	001	P10631	60279	69793	Check	1 4459		CHILEDA INSTITUTE, INC.	Yes	No	No	USD	12/14/2020	5,339.52
0857	001	P10631	60324	69794	Check	1 6752		Cincinnati Life Insurance Company	Yes	No	No	USD	12/14/2020	354.00
0857	001	P10631	60304	69795	Check	1 6168	R1	Cintas Corporation	Yes	No	No	USD	12/14/2020	695.16
0857	001	P10631	60252	69796	Check	1 2707		City of Lewiston	Yes	No	No	USD	12/14/2020	2,279.96
0857	001	P10631	60224	69797	Check	1 11065	R1	CLIFTON LARSON ALLEN LLP	Yes	No	No	USD	12/14/2020	7,350.00
0857	001	P10631	60325	69798	Check	1 6754		Cloud Disinfect-It	Yes	No	No	USD	12/14/2020	119.80
0857	001	P10631	60255	69799	Check	1 2916		CONTINENTAL RESEARCH CORP	Yes	No	No	USD	12/14/2020	1,108.59
0857	001	P10631	60245	69800	Check	1 2440		Culligan Water Services	Yes	No	No	USD	12/14/2020	298.21
0857	001	P10631	60286	69801	Check	1 5100		Delta Dental	Yes	No	No	USD	12/14/2020	2,363.75
0857	001	P10631	60288	69802	Check	1 5346		DEPARTMENT OF HUMAN SERVICES	Yes	No	No	USD	12/14/2020	71.00
0857	001	P10631	60294	69803	Check	1 5746		DIRTY DOG PRODUCTIONS LLC	Yes	No	No	USD	12/14/2020	385.90
0857	001	P10631	60322	69804	Check	1 6748		Drafix Software, Inc.	Yes	No	No	USD	12/14/2020	1,280.00
0857	001	P10631	60275	69805	Check	1 3917		DVS RENEWAL	Yes	No	No	USD	12/14/2020	23.25
0857	001	P10631	60308	69806	Check	1 6376		Ed Midwest LLC	Yes	No	No	USD	12/14/2020	4,820.00
0857	001	P10631	60323	69807	Check	1 6749		Education.com	Yes	No	No	USD	12/14/2020	150.00
0857	001	P10631	60311	69808	Check	1 6496		EDUCATORS BENEFIT CONSULTANTS	Yes	No	No	USD	12/14/2020	357.23
0857	001	P10631	60310	69809	Check	1 6465		Ehlers	Yes	No	No	USD	12/14/2020	750.00
0857	001	P10631	60315	69810	Check	1 6731		Everyday Speech LLC	Yes	No	No	USD	12/14/2020	299.99
0857	001	P10631	60261	69811	Check	1 3174		Excel Images Inc.	Yes	No	No	USD	12/14/2020	355.44
0857	001	P10631	60234	69812	Check	1 1452	R1	Fun Express	Yes	No	No	USD	12/14/2020	34.55
0857	001	P10631	60282	69813	Check	1 4648		Gibbs, Nathan & Bridget	Yes	No	No	USD	12/14/2020	105.80
0857	001	P10631	60219	69814	Check	1 06165		GLASS REPLACEMENT CO.	Yes	No	No	USD	12/14/2020	627.76
0857	001	P10631	60246	69815	Check	1 2458	R1	Glazier Drive	Yes	No	No	USD	12/14/2020	199.00
0857	001	P10631	60249	69816	Check	1 2524	R1	GRAINGER	Yes	No	No	USD	12/14/2020	333.19
0857	001	P10631	60253	69817	Check	1 2718		GREAT RIVER WATER TREATMENT	Yes	No	No	USD	12/14/2020	1,024.33
0857	001	P10631	60247	69818	Check	1 2491		HANDWRITING WITHOUT TEARS	Yes	No	No	USD	12/14/2020	1,147.40

Lewiston-Altura Public Schools December Board Bills

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0857	001	P10631	60272	69820	Check	1	3737	Hiawatha Valley Ed District	Yes	No	No	USD	12/14/2020	27,522.64
0857	001	P10631	60220	69821	Check	1	07141	HIGH PLAINS COOPERATIVE	Yes	No	No	USD	12/14/2020	2,455.97
0857	001	P10631	60221	69822	Check	1	07170	Hillyard/Hutchinson	Yes	No	No	USD	12/14/2020	8,668.21
0857	001	P10631	60260	69823	Check	1	3172	HyVee	Yes	No	No	USD	12/14/2020	286.68
0857	001	P10631	60276	69824	Check	1	4085	IEA, INC	Yes	No	No	USD	12/14/2020	1,890.00
0857	001	P10631	60309	69825	Check	1	6398	Illuminate Education	Yes	No	No	USD	12/14/2020	390.00
0857	001	P10631	60266	69826	Check	1	3267	INNOVATIVE OFFICE SOLUTIONS, LLC	Yes	No	No	USD	12/14/2020	599.95
0857	001	P10631	60303	69827	Check	1	6158	Innovative Therapy Solutions, LLC	Yes	No	No	USD	12/14/2020	6,452.26
0857	001	P10631	60280	69828	Check	1	4582	JOHNSON CONTROLS, INC.	Yes	No	No	USD	12/14/2020	3,837.89
0857	001	P10631	60222	69829	Check	1	09110	JOSTENS	Yes	No	No	USD	12/14/2020	377.02
0857	001	P10631	60267	69830	Check	1	3282	Kennedy & Graven Chartered	Yes	No	No	USD	12/14/2020	1,372.50
0857	001	P10631	60223	69831	Check	1	10141	KWIK TRIP	Yes	No	No	USD	12/14/2020	3,089.88
0857	001	P10631	60226	69832	Check	1	11196	LEWISTON BOUQUET	Yes	No	No	USD	12/14/2020	95.00
0857	001	P10631	60257	69833	Check	1	3038	Lewiston Hardware Hank	Yes	No	No	USD	12/14/2020	375.98
0857	001	P10631	60228	69834	Check	1	1235	LEWISTON WELDING & MACHINING, IN	Yes	No	No	USD	12/14/2020	82.03
0857	001	P10631	60298	69835	Check	1	5865	Loffler Companies	Yes	No	No	USD	12/14/2020	2,992.74
0857	001	P10631	60227	69836	Check	1	12018	MCGRAW-HILL	Yes	No	No	USD	12/14/2020	635.00
0857	001	P10631	60254	69837	Check	1	2899	Meca Sportswear	Yes	No	No	USD	12/14/2020	330.00
0857	001	P10631	60305	69838	Check	1	6175	Messery, Larry	Yes	No	No	USD	12/14/2020	205.00
0857	001	P10631	60295	69839	Check	1	5801	Midwest Bus Parts, Inc.	Yes	No	No	USD	12/14/2020	1,558.50
0857	001	P10631	60301	69840	Check	1	5956	MIEnergy Cooperative	Yes	No	No	USD	12/14/2020	9,451.05
0857	001	P10631	60271	69841	Check	1	3659	Minnesota Department of Health	Yes	No	No	USD	12/14/2020	2,100.00
0857	001	P10631	60274	69842	Check	1	3872	Minnesota Department of Labor & Industry	Yes	No	No	USD	12/14/2020	80.00
0857	001	P10631	60270	69843	Check	1	3571	MINNESOTA ENERGY RESOURCES	Yes	No	No	USD	12/14/2020	8,284.67
0857	001	P10631	60285	69844	Check	1	4906	MINNESOTA JUNIOR HIGH MATHEMATI	Yes	No	No	USD	12/14/2020	150.00
0857	001	P10631	60284	69845	Check	1	4877	MINNESOTA Public Employees Insurance	Yes	No	No	USD	12/14/2020	66,838.92
0857	001	P10631	60290	69846	Check	1	5536	Minnesota School Nutrition Association	Yes	No	No	USD	12/14/2020	53.50
0857	001	P10631	60268	69847	Check	1	3411	Minnesota Science Teacher's Assoc.	Yes	No	No	USD	12/14/2020	50.00
0857	001	P10631	60229	69848	Check	1	12500	MINNESOTA STATE HIGH SCHOOL LEA	Yes	No	No	USD	12/14/2020	6,044.00
0857	001	P10631	60230	69849	Check	1	12540	MISSISSIPPI WELDERS SUPPLY COMP,	Yes	No	No	USD	12/14/2020	84.00
0857	001	P10631	60231	69850	Check	1	12630	MOTOR PARTS & EQUIP	Yes	No	No	USD	12/14/2020	574.01
0857	001	P10631	60283	69851	Check	1	4774	MSCA	Yes	No	No	USD	12/14/2020	60.00
0857	001	P10631	60293	69852	Check	1	5733	MUESKE, CAROL	Yes	No	No	USD	12/14/2020	450.00
0857	001	P10631	60307	69853	Check	1	6280	Music Mart	Yes	No	No	USD	12/14/2020	109.50
0857	001	P10631	60265	69854	Check	1	3263	North Central Truck Equipment	Yes	No	No	USD	12/14/2020	408.99
0857	001	P10631	60258	69855	Check	1	3098	Pan-O-Gold Baking Company	Yes	No	No	USD	12/14/2020	508.37
0857	001	P10631	60232	69856	Check	1	1292	PLUNKETTS	Yes	No	No	USD	12/14/2020	45.00
0857	001	P10631	60239	69857	Check	1	1930	PROJECT FINE	Yes	No	No	USD	12/14/2020	632.50

Lewiston-Altura Public Schools December Board Bills

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0857	001	P10631	60313	69858	Check	1	6704	Quadient Finance USA, INC.	Yes	No	No	USD	12/14/2020	500.00
0857	001	P10631	60312	69859	Check	1	6511	Quadient Leasing USA, Inc.	Yes	No	No	USD	12/14/2020	409.98
0857	001	P10631	60244	69860	Check	1	2411	REINHART FOOD SERVICE	Yes	No	No	USD	12/14/2020	9,455.11
0857	001	P10631	60306	69861	Check	1	6220	RH Plumbing	Yes	No	No	USD	12/14/2020	227.85
0857	001	P10631	60262	69862	Check	1	3184	Rochester Telecom Systems, Inc	Yes	No	No	USD	12/14/2020	4.91
0857	001	P10631	60292	69863	Check	1	5638	ROCKIE HILL BISON	Yes	No	No	USD	12/14/2020	411.10
0857	001	P10631	60235	69864	Check	1	18080	SCHILLING SUPPLY COMPANY	Yes	No	No	USD	12/14/2020	500.57
0857	001	P10631	60238	69865	Check	1	1919	SCHOOL HEALTH	Yes	No	No	USD	12/14/2020	63.55
0857	001	P10631	60264	69866	Check	1	3217	SCHOOL SPECIALTY	Yes	No	No	USD	12/14/2020	677.15
0857	001	P10631	60256	69867	Check	1	3024	Seton Identification Products	Yes	No	No	USD	12/14/2020	405.86
0857	001	P10631	60316	69868	Check	1	6733	Sheila Spitzer: Daycare Provider	Yes	No	No	USD	12/14/2020	250.00
0857	001	P10631	60243	69869	Check	1	2363	SHERWIN WILLIAMS	Yes	No	No	USD	12/14/2020	946.47
0857	001	P10631	60237	69870	Check	1	1897	SHI	Yes	No	No	USD	12/14/2020	23,910.00
0857	001	P10631	60317	69871	Check	1	6735	Soft Skills High	Yes	No	No	USD	12/14/2020	210.00
0857	001	P10631	60233	69872	Check	1	1350	ST. CHARLES PUBLIC SCHOOLS	Yes	No	No	USD	12/14/2020	4,799.30
0857	001	P10631	60299	69873	Check	1	5876	Teachers on Call	Yes	No	No	USD	12/14/2020	2,819.40
0857	001	P10631	60287	69874	Check	1	5318	The McDowell Agency, Inc.	Yes	No	No	USD	12/14/2020	61.00
0857	001	P10631	60289	69875	Check	1	5533	Therapy Shoppe, Inc.	Yes	No	No	USD	12/14/2020	304.44
0857	001	P10631	60277	69876	Check	1	4260	Tierney Brothers, Inc.	Yes	No	No	USD	12/14/2020	1,999.28
0857	001	P10631	60296	69877	Check	1	5815	Trophies Plus, Inc	Yes	No	No	USD	12/14/2020	59.00
0857	001	P10631	60278	69878	Check	1	4448	VERIZON WIRELESS	Yes	No	No	USD	12/14/2020	1,090.35
0857	001	P10631	60300	69879	Check	1	5916	Verthein, Greta Kay	Yes	No	No	USD	12/14/2020	410.00
0857	001	P10631	60302	69880	Check	1	6012	VOCABULARY SPELLING CITY	Yes	No	No	USD	12/14/2020	69.95
0857	001	P10631	60326	69881	Check	1	90953	VOSS, EARL	Yes	No	No	USD	12/14/2020	90.00
0857	001	P10631	60242	69882	Check	1	22038	WASTE MANAGEMENT	Yes	No	No	USD	12/14/2020	6,846.76
0857	001	P10631	60297	69883	Check	1	5835	Whitewater Gardens Farm	Yes	No	No	USD	12/14/2020	132.00
0857	001	P10631	60281	69884	Check	1	4635	WINONA CONTROLS, INC.	Yes	No	No	USD	12/14/2020	483.29
0857	001	P10631	60240	69885	Check	1	1932	WINONA HEATING & VENTILATING Co.,	Yes	No	No	USD	12/14/2020	27,096.00
0857	001	P10631	60250	69886	Check	1	2581	WINONA WELDING & SANDBLASTING,	Yes	No	No	USD	12/14/2020	177.64
0857	001	P10631	60236	69887	Check	1	1883	XCELENERGY	Yes	No	No	USD	12/14/2020	1,408.66
0857	001	P10631	60248	69888	Check	1	25014	ZIEBELL'S HIAWATHA FOODS, INC.	Yes	No	No	USD	12/14/2020	16,173.86

Bank Total: \$340,758.89

Report Total: \$340,758.89

L-A ACTIVITY FUND
November, 2020

STUDENT COUNCIL	873.75	0.01	873.76
NATIONAL HONOR SOCIETY	1,045.65	0.01	1,045.66
FFA	7,702.63	0.06	7,702.69
HOSA	782.89	0.01	782.90
WASHINGTON DC TRIP	4,075.46	0.03	4,075.49
EAGLE BLUFF	-	0.00	-
CARDINAL BOOK	211.93	0.00	211.93
TRAP LEAGUE	1,390.33	0.01	1,390.34
MUSIC DEPT. HS	33,093.84	0.27	33,094.11
CLASS OF 2026	-	0.00	-
CLASS OF 2021	2,398.51	0.02	2,398.53
CLASS OF 2022	1,438.95	0.01	1,438.96
CLASS OF 2024	18.54	0.00	18.54
CLASS OF 2025	-	0.00	-
CLASS OF 2023	180.55	0.00	180.55
YEARBOOK	2,468.57	0.02	2,468.59
SPANISH TRIP	2,852.51	0.02	2,852.53
CARDINAL CLUB	-	0.00	-
JH STUDENT COUNCIL	539.74	0.01	539.75
PROM	500.00	0.01	500.01
TECH CLUB	5,969.67	0.05	5,969.72
CARDINAL CART	109.23	0.00	109.23
		0.54	
	\$ 65,652.75	0.54	\$ 65,653.29

Treasury Report

November 2020 Bank Reconciliation

FUNDS	BALANCE BEGINNING OF MONTH	<u>RECEIPTS</u>	<u>DISBURSEMENTS</u>	BALANCE END OF MONTH	ENDING BALANCE 2019-2020
GENERAL FUND	1,651,868.74	625,657.31	(1,071,999.95)	1,205,526.10	1,295,920.83
FOOD SERVICE FUND	(16,885.32)	46,775.23	(33,893.00)	(4,003.09)	31,136.39
COMMUNITY ED	227,339.48	47,505.67	(26,646.25)	248,198.90	291,368.27
BUILDING CONSTRUCTION	0.00	0.00	0.00	0.00	0.00
DEBT REDEMPTION	932,336.70	41,703.56	0.00	974,040.26	1,032,568.41
INVESTMENT SCHOLARSHIPS	0.00	0.00	0.00	0.00	100,859.61
TOTALS	2,794,659.60	761,641.77	(1,132,539.20)	2,423,762.17	2,751,853.51

RECONCILEMENT OF TREASURER'S BALANCE WITH BANK

DESCRIPTION	BALANCE PER BANK STATEMENT	OUTSTANDING CHECKS	DEPOSITS NOT SHOWN ON BANK STATEMENT	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
MinnWest Bank # 200014	165,097.85	(30,520.90)	0.00	(10,027.51)	124,549.44
Merchants Bank	8,771.45	0.00	0.00	0.00	8,771.45
Minn West Bank #90005513	476,802.38	0.00	0.00	0.00	476,802.38
MSDLF 601470	1,761,279.19	0.00	0.00	0.00	1,761,279.19
CD-investments	52,359.71	0.00	0.00	0.00	52,359.71
TREASURER'S BALANCE					2,423,762.17

Lewiston-Altura Public Schools November Misc Payments

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
0857	001	P10555	60182	69760	Check	1 5594		ALTRA FEDERAL CREDIT UNION	Yes	Yes	No	USD	11/13/2020	180.00
0857	001	P10555	60185	69761	Check	1 6406		Ameritas Life Insurance Corp	Yes	No	No	USD	11/13/2020	93.36
0857	001	P10555	60181	69762	Check	1 4951		Bremer Bank	Yes	Yes	No	USD	11/13/2020	100.00
0857	001	P10555	60177	69763	Check	1 11202		Education Minnesota - Lewiston-Altura	Yes	No	No	USD	11/13/2020	2,428.89
0857	001	P10555	60183	69764	Check	1 6265		HOME FEDERAL SAVINGS BANK	Yes	Yes	No	USD	11/13/2020	42.50
0857	001	P10555	60186	69765	Check	1 6461		ISD 857 - Flex Plan Checking	Yes	Yes	No	USD	11/13/2020	1,402.56
0857	001	P10555	60178	69766	Check	1 17090		MADISON NATIONAL LIFE	Yes	Yes	No	USD	11/13/2020	537.71
0857	001	P10555	60180	69767	Check	1 4786	R1	Merchants Bank	Yes	Yes	No	USD	11/13/2020	549.51
0857	001	P10555	60184	69768	Check	1 6283		MinnWest Bank Group	Yes	Yes	No	USD	11/13/2020	314.25
0857	001	P10555	60179	69769	Check	1 3545		Winona National Bank	Yes	Yes	No	USD	11/13/2020	50.00
0857	001	P10569	60203	69770	Check	1 5594		ALTRA FEDERAL CREDIT UNION	Yes	No	No	USD	11/30/2020	130.00
0857	001	P10569	60206	69771	Check	1 6406		Ameritas Life Insurance Corp	Yes	No	No	USD	11/30/2020	93.36
0857	001	P10569	60202	69772	Check	1 4951		Bremer Bank	Yes	No	No	USD	11/30/2020	100.00
0857	001	P10569	60198	69773	Check	1 11202		Education Minnesota - Lewiston-Altura	Yes	No	No	USD	11/30/2020	2,428.89
0857	001	P10569	60204	69774	Check	1 6265		HOME FEDERAL SAVINGS BANK	Yes	No	No	USD	11/30/2020	42.50
0857	001	P10569	60207	69775	Check	1 6461		ISD 857 - Flex Plan Checking	Yes	Yes	No	USD	11/30/2020	1,402.56
0857	001	P10569	60199	69776	Check	1 17090		MADISON NATIONAL LIFE	Yes	No	No	USD	11/30/2020	537.71
0857	001	P10569	60201	69777	Check	1 4786	R1	Merchants Bank	Yes	No	No	USD	11/30/2020	549.51
0857	001	P10569	60205	69778	Check	1 6283		MinnWest Bank Group	Yes	No	No	USD	11/30/2020	314.25
0857	001	P10569	60200	69779	Check	1 3545		Winona National Bank	Yes	No	No	USD	11/30/2020	50.00
Bank Total: \$11,347.56														
0857	002	P10569	60188	5933	Check	1 4544		ANDERSON'S PROM & PARTY	Yes	Yes	No	USD	11/17/2020	128.95
Bank Total: \$128.95														
Report Total: \$11,476.51														

Lewiston-Altura Public Schools November Wire Payments

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
0857	001	P10569	60187		Wire	1 5546	VISA		No	Yes	No	USD	11/16/2020	112.75
0857	001		60189		Wire	1 1053	MINNESOTA ELECTRONIC FUNDS		No	Yes	No	USD	11/16/2020	7,603.14
0857	001		60190		Wire	1 1054	FEDERAL TAXES		No	Yes	No	USD	11/16/2020	49,327.98
0857	001		60191		Wire	1 18600	MINNESOTA TEACHERS RETIREMENT.		No	Yes	No	USD	11/16/2020	26,979.21
0857	001		60192		Wire	1 18610	PERA		No	Yes	No	USD	11/16/2020	8,191.47
0857	001		60193		Wire	1 4373	ING		No	Yes	No	USD	11/16/2020	2,257.18
0857	001		60194		Wire	1 6496	EDUCATORS BENEFIT CONSULTANTS		No	Yes	No	USD	11/16/2020	8,564.71
0857	001		60195		Wire	1 1053	MINNESOTA ELECTRONIC FUNDS		No	Yes	No	USD	11/16/2020	4.47
0857	001		60196		Wire	1 1054	FEDERAL TAXES		No	Yes	No	USD	11/16/2020	72.40
0857	001		60197		Wire	1 18600	MINNESOTA TEACHERS RETIREMENT.		No	Yes	No	USD	11/16/2020	65.45
0857	001	P10555	60208		Wire	1 1053	MINNESOTA ELECTRONIC FUNDS		No	No	No	USD	11/30/2020	7,807.22
0857	001	P10555	60209		Wire	1 1054	FEDERAL TAXES		No	Yes	No	USD	11/30/2020	51,003.49
0857	001	P10555	60210		Wire	1 18600	MINNESOTA TEACHERS RETIREMENT.		No	Yes	No	USD	11/30/2020	28,365.52
0857	001	P10555	60211		Wire	1 18610	PERA		No	Yes	No	USD	11/30/2020	7,878.05
0857	001	P10555	60212		Wire	1 4373	ING		No	No	No	USD	11/30/2020	2,291.58
0857	001	P10555	60213		Wire	1 6496	EDUCATORS BENEFIT CONSULTANTS		No	No	No	USD	11/30/2020	8,469.70
0857	001	P10569	60214		Wire	1 3153	Merchants Bank - Fees		No	Yes	No	USD	11/30/2020	94.85
0857	001	P10569	60215		Wire	1 4834	MERCHANT PROCESSING CENTER		No	Yes	No	USD	11/30/2020	224.59
0857	001	P10569	60216		Wire	1 6283	MinnWest Bank Group		No	Yes	No	USD	11/30/2020	55.00
0857	001	P10569	60217		Wire	1 4866	BLUECROSS BLUESHIELD OF MN & BL		No	Yes	No	USD	11/30/2020	26,796.00
Bank Total:													\$236,164.76	
Report Total:													\$236,164.76	

406 PUBLIC AND PRIVATE PERSONNEL DATA

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

II. GENERAL STATEMENT OF POLICY

- A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

III. DEFINITIONS

- A. "Public" means that the data is available to anyone who requests it.
- B. "Private" means the data is available to the subject of the data and to the school district staff who need it to conduct the business of the school district.
- C. "Confidential" means the data is not available to the subject.
- D. "Parking space leasing data" means the following: government data on an application for, or lease of a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- E. "Personnel data" means data on individuals collected because they are or were employees of the school district, applicants for employment, or volunteers or independent contractors for the school district, or members of or applicants for an advisory board or commission. Personnel data include data submitted to the school district by an employee 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. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- F. "Finalist" means an individual who is selected to be interviewed by the school board for a position.
- G. "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a

health care provider. “Protected health information” excludes health information in education records covered by the federal Family Educational Rights and Privacy Act and employment records held by a school district in its role as employer.

- H. “Public official” means business managers; human resource directors; athletic directors whose duties include at least 50 percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and an individual defined as superintendents; or principals, or director who is employed in a position requiring an administrative license.

IV. PUBLIC PERSONNEL DATA

- A. The following information on employees, including volunteer and independent contractors, is public:
1. name;
 2. employee identification number, which may not be the employee’s social security number;
 3. actual gross salary;
 4. salary range;
 5. terms and conditions of employment relationship;
 6. contract fees;
 7. actual gross pension;
 8. the value and nature of employer-paid fringe benefits;
 9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
 10. job title;
 11. bargaining unit;
 12. job description;
 13. education and training background;
 14. previous work experience;
 15. date of first and last employment;
 16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
 17. 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;
 18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, 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;
19. work location;
 20. work telephone number;
 21. badge number;
 22. work-related continuing education;
 23. honors and awards received;
 24. payroll time sheets or other comparable data that are used only 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;
- B. The following information on applicants for employment public:
1. veteran status;
 2. relevant test scores;
 3. rank on eligible list;
 4. job history;
 5. education and training;
 6. work availability.
- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.
- D. Applicants for appointment to a public body.
1. Data about applicants for appointment to a public body are private data on individuals except that the following are public:
 - a. Name;
 - b. City of residence, except when the appointment has a residency requirement that requires the entire address to be public;
 - c. Education and training;
 - d. Employment history;
 - e. Volunteer work;
 - f. Awards and honors;
 - g. Prior government service;
 - h. Any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minn. Stat. §15.0597; and
 - i. Veteran status.
 2. Once an individual is appointed to a public body, the following additional items of data are public:
 - a. Residential address;

- b. Either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
 - c. First and last dates of service on the public body;
 - d. The existence and status of any complaints or charges against an appointee; and
 - e. Upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
3. Notwithstanding paragraph 2, any electronic mail address or telephone number is 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.
- E. Regardless of whether there has been a final disposition as defined in Minn. Stat. 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.
 - F. Data relating to a complaint or charge against a public official is public only if: (1) the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or (2) potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement with another person. Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

- A. All other personnel data is private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected or maintained by the school district to administer employee assistance programs are private.

- D. Parking space leasing data is private.
- E. An individual's checking account number is private when submitted to a government entity.
- F. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when authorized by the Commissioner of the Bureau of Mediation Services.
- G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- H. The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
 - 1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 - 2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. 253B.07, Subd. 1; or
 - 3. A court, law enforcement agency or prosecuting authority.
- I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
 - 1. threaten the personal safety of the complainant or a witness; or
 - 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- L. The school district shall make any report to the [board of teaching Minnesota Professional Educator Licensing and Standards Board](#) or the state board of education as required by Minn. Stat. 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. 122A.20, Subd. 2.
- M. Private personnel data shall be disclosed to the department of economic security for the purpose of administration of the reemployment insurance program under Minn. Ch. 268.
- N. When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report.
- O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minn. Stat. Ch. 13. Data that are released under this paragraph must not include data on the student.
- P. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.
- Q. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.
- R. Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an

emergency or other disruption to ensure continuity of operation for the school district or government entity.

- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- T. When a teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual abuse or when the Commissioner of the Minnesota Department of Education (MDE) makes a final determination of child maltreatment involving a teacher, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minn. Stat. § 13.41, Subd. 5, and must provide the [Board of Teaching Minnesota Professional Licensing and Standards Board](#) and the licensing division at MDE with the necessary and relevant information to enable the [Board of Teaching Minnesota Professional Licensing and Standards Board](#) and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minn. Stat. § 123B.03, a school board or other school hiring authority must contact the [Board of Teaching Minnesota Professional Licensing and Standards Board](#) and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals is classified as both private and confidential by Chap. 13, or any other state or federal law, the data is private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated the Superintendent of Schools (507) 523-2191 as the authority responsible for personnel data. If you have any questions, contact the superintendent.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Adopted:	April 9, 2001
Revised:	May 8, 2006
Revised:	December 13, 2010
Revised:	December 9, 2013
Revised:	January 27, 2015
Revised:	

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. 13.02 (Definitions)
Minn. Stat. 13.37 (General Nonpublic Data)
Minn. Stat. 13.39 (Civil Investigation Data)
Minn. Stat. 13.43 (Personnel Data)
Minn. Stat. 122A.20, Subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, Subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 626.556, Subd. 7 (Reporting of Maltreatment of Minors)
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records-Privacy-Access to Data)

~~EMPLOYEE AUTHORIZATION FOR RELEASE OF INFORMATION~~

~~To: Lewiston-Altura-ISD #857~~

~~RE: Personnel Records of _____~~

~~Date of Birth _____ Social Security Number _____~~

~~This is your full and sufficient authorization, pursuant to Minn. Stat. 13.05, subd. 4 and Minn. Rules 1205.1400, subp. 4, to release to _____, their representatives or employees, all information pertaining to _____~~

~~maintained by the employer school district, with the following exceptions:~~

~~The information is needed for the purpose of _____~~
~~_____~~

~~This authorization specifically includes records prepared prior to the date of this authorization and records prepared after the date of this authorization, such records to be used only for the purpose specified. I do not authorize re-release of this information by the third party.~~

~~I understand that I may revoke this consent in writing at any time. Upon the fulfillment of the above stated purpose, this consent will automatically expire without my express revocation. A photocopy of this authorization will be treated in the same manner as an original.~~

~~Dated: _____~~

~~Signature of Employee: _____~~

~~ATTENTION PUBLIC FACILITIES: Minnesota Statutes Section 13.05 requires automatic expiration of this authorization one (1) year from the date of authorization.~~

Consent to Release Data – Request from an Individual

An individual asks the government entity to release his/her private data to an outside entity or person. Because the entity does not have statutory authority to release the data, it must get the individual’s written informed consent.

Explanation of Your Rights

If you have a question about anything on this form, or would like more explanation, please talk to _____ before you sign it.
[entity contact person name and contact information]

I, _____, give my permission for _____
[name of individual data subject] [name of government entity]

to release data about me to _____ as described on this form.
[name of other entity or person]

1. The specific data I want _____ to release _____.
[name of government entity] [explanation of data]

2. I understand that I have asked _____ to release the data.
[name of government entity]

3. I understand that although the data are classified as private at _____, the
[name of government entity]
classification/treatment of the data at _____ depends on laws or
[name of other entity or person]
policies that apply to _____.
[name of other entity or person]

This authorization to release expires _____.
[date/time of expiration]

Individual data subject’s signature _____ Date _____

Parent/guardian’s signature [if needed] _____ Date _____

422 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies which also apply to employees:

Policy 102	Equal Educational Opportunity
Policy 103	Complaints-Students, Employees, Parents, Other Persons
Policy 206	Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations
Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Policy 305	Policy Implementation
Policy 505	Distribution of Nonschool-Sponsored Unofficial Materials on School Premises by Students and Employees
Policy 507	Corporal Punishment
Policy 510	Student Activities
<u>Policy 511</u>	<u>Student Fundraising</u>
Policy 514	Bullying Prohibition Policy
Policy 517	Student Recruiting
Policy 518	DNR-DNI Orders
Policy 519	Interview of Students by Outside Agencies
Policy 524	Internet Acceptable Use Policy
Policy 525	Violence Prevention
Policy 533	Wellness
<u>Policy 535</u>	<u>Service Animals in Schools</u>
<u>Policy 610</u>	<u>Field Trips</u>
Policy 710	Extracurricular Transportation
<u>Policy 711</u>	<u>Video Recording on School Buses</u>
<u>Policy 712</u>	<u>Video Surveillance Other Than on Buses</u>
Policy 802	Disposition of Obsolete Equipment and Material

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

Adopted: May 16, 2001
Revised:

Legal References:

Cross References:

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

“Special Education Staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota [Board of Teaching Professional Educator Licensing and Standards Board](#) to instruct children with specific disabling conditions.

B. Direct Services

“Direct services” means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.

C. Indirect Services

“Indirect services” means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.

D. Workload

“Workload” means a special education teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

- A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

- B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employers Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Adopted: April 23, 2016

Revised:

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

535 SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual’s disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A “handler” is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, “handler” means the person who cares for and supervises the animal on that individual’s behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. “Work or tasks” are those functions performed by a service animal.
2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance

and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school-sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
 1. Is the service animal required because of a disability; and
 2. What work or tasks is the service animal trained to perform.
- C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.

- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service

animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
 - 1. Any of the requirements described in Part V., above, are not met.
 - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
 - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

- A. The owner of the service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations for Persons with Disabilities)
Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross References: MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

APPROVAL REQUEST FORM FOR USE OF A SERVICE ANIMAL

Please turn in your request to the [Superintendent] OR [Director of Student Services] (Students) or the [Superintendent] OR [Director of Human Resources] (Employees)

Student/Employee Name: _____ Date: _____

Parent or authorized representative name(s) and contact information (please include email, phone number, and address): _____

Building: _____

Type of service animal: _____

Name of service animal: _____ Name of handler: _____

Is the service animal required because of a disability: _____

What work or tasks is the service animal trained to perform: _____

Checklist for Completion of Form

Attached is documentation that the service animal is:

- Properly licensed
- Properly and currently vaccinated

I have read and understand the School District's policy regarding service animals and will abide by the terms of the policy.

I understand that if my service animal: is out of control and/or the animal's handler does not effectively control the animal's behavior; is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the School District; or behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove my service animal from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by my service animal. I agree to indemnify, defend, and hold harmless the School District, its school board members, administrators, employees, and agents, from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my service animal.

Superintendent/Administrator Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Employee Signature: _____ Date: _____

Note: This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

I. PURPOSE

- A. The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to fully comply with Minn. Stat. 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

- A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.
- D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as

defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat § 626.5572, Subd. 2.

- E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- F. "Vulnerable Adult" means any person 18 years of age or older who is a resident or inpatient of a facility, who receives services at or from a licensed facility which serves adults, who receive services at or from a licensed home care provider or who regardless of residence or type of service received, is unable to adequately provide the person's own care or protect the person from maltreatment without assistance because of impairment of mental or physical function or emotional status.
- G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

- H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caretaking services of vulnerable adults.
- I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the ~~designated county entity~~ [Minnesota Adult Abuse Reporting Center at 1-844-880-1574, which is open 24 hours a day, seven days a week.](#)
- B. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data as defined under Minn. Stat. 13.02 to the extent necessary to comply with the above reporting requirements.
- C. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- D. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- E. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks where appropriate.
- B. The school district will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

Adopted: May 16, 2001

Revised:

Legal References: Minn. Stat. 609.234 (Crimes Against the Person)
Minn. Stat. 626.556 (Reporting of Child Neglect)
Minn. Stat. 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. 626.5572 (Definitions)

Cross References: MSBA/MASA Model Policy 103 (Complaints-Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee or Student)
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 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students.

~~It is that~~The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees.

~~It is that~~The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions.

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties) and the

probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions.

The school [nurse](#), along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation.

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions.

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing.

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.
- H. Reporting.
If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.
- I. Prevention.
1. The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § 121A.23 which includes:
 - a. planning materials, guidelines, and other technically accurate and updated information;
 - b. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
 - c. cooperation and coordination among school districts and Service Cooperatives;
 - d. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
 - e. involvement of parents and other community members;
 - f. in-service training for district staff and school board members;
 - g. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
 - h. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
 - i. participation by state and local student organizations.
 - j. The program must be consistent with the health and wellness curriculum.
 - k. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources including public health funds and foundations, department professional development funds, federal block grants or other federal or state grants.
- J. Vaccination and Screening.
The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings containment in keeping with current state and federal law. The procedures shall provide that the Hepatitis

B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Adopted: December 13, 1999
Revised: May 8, 2006
Revised: December 14, 2009
Revised:

Legal References: Minn. Stat. § 121A.23(Health-Related Programs)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
Minn. Stat. § 144.441-442 (Tuberculosis)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Occupational Exposure to Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, 110 S.Ct. 239 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, 107 S.Ct. 1123 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

421 GIFTS TO EMPLOYEES

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees, and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. ~~It shall be a~~ A violation of this policy ~~occurs for when~~ any employee ~~to~~ solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature or a plaque with a resale value of \$5 or less with an inscription recognizing an individual for an accomplishment. The superintendent has discretion to determine what value is "insignificant."
- D. Teachers may accept from publishers, free samples of textbooks and related teaching materials.
- E. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.
- F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

III. DEFINITIONS

- A. "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment, that is given without something of equal or greater value being received in return.

B. “Interested person” means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.

C. “Financial interest” means any ownership or control in an asset which has the potential to produce a monetary return.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Adopted: May 16, 2001
Revised: February 24, 2015
Revised:

Legal References: Minn. Stat. 10A.07 (Conflicts of Interest)
Minn. Stat. 10A.071 (Prohibition of Gifts)
Minn. Stat. 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: MSBA Model Policy 209 (Code of Ethics)
MSBA Model Policy 210 (Conflict of Interest - School Board Members)
MSBA Model Policy 306 (Administrator Code of Ethics)

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding and direction, while maintaining a standard of professionalism, and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
 - 1. Dating students.
 - 2. Having any interaction/activity of a sexual nature with a student.
 - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

[Note such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]

G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints-Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.

B. All employees shall cooperate with any investigation of alleged acts, conduct or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Board of Teaching Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed, or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Adopted: May 16, 2001

Revised:

Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting to Professional Educator Licensing and Standards Board or Board of School Administrators)

Minn. Stat. § 122A.40, Subds. 5(b) and 13 (b) (Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions)

Minn. Stat. §§ 609.341-609.351 (Defining "intimate parts" and "position of authority" as well as detailing various sex offenses)

[Minn. Stat. § 626.556 \(Reporting of Maltreatment of Minors\)](#)

[Minn. Stat. § 626.557 \(Reporting of Maltreatment of Vulnerable Adults\)](#)

[Minn. Rules Part 3512.5200 \(Code of Ethics for School Administrators\)](#)

Minnesota Rules, Part ~~8700.7500~~ [8710.2100](#) (Code of Ethics for Minnesota Teachers)

Cross Reference: MSBA/MASA Model Policy 103 (Complaints - Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee or Student)
[MSBA/MASA Model Policy 306 \(Administrator Code of Ethics\)](#)
MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees)
MSBA/MASA Model Policy 507 (Corporal Punishment)

424 LICENSE STATUS

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law. ~~that person has filed for record with the superintendent of the school district a license, or a copy thereof, authorizing that person to teach school in the school district and perform the particular service for which the teacher is employed by the school district.~~
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure

to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Adopted: May 16, 2001
Revised:

Legal References: Minn. Stat. §122A.16 ([Qualified Teacher Defined](#))
Minn. Stat. §122A.22 ([District Verification of Teacher Licenses](#))
Minn. Stat. §122A.40, Subd. 13 ([Employment; Contracts; Termination – Immediate Discharge](#))
Minn. Stat. §127A.42 ([Reduction of Aid for Violation of Law](#))
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn.App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn.App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. Ver Ploeg), June 8, 1992, affirmed, 1993 WL 129639 (Minn. App. 1993)

425 STAFF DEVELOPMENT

I. PURPOSE

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

II. ~~ADVISORY~~ DISTRICT STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAM

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

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

B. The School Board will establish the Site Professional Development Committee.

1. Members of the Site Professional Development Committee will be appointed by the School Board. Committee members shall serve a two-year term* based upon nominations by board members, teachers and paraprofessionals. The School Board shall appoint replacement members of the Site Professional Development Committee as soon as possible following the resignation, death, serious illness or removal of a member from the Committee.
2. The Advisory District Staff Development Committee will work with the Site Professional Development Teams to develop a site plan consistent with the goals of the Staff Development Plan.
3. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas and special education.

III. DUTIES OF THE ~~ADVISORY~~ DISTRICT STAFF DEVELOPMENT COMMITTEE

* This time period may be changed to accommodate individual school district needs.

- A. The Advisory District Staff Development Committee will develop a Staff Development Plan which will be reviewed and subject to approval by the School Board twice a year.*
- B. The Staff Development Plan must contain the following elements:
1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the School Board;
 2. The means to achieve the Staff Development outcomes;
 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with re-licensure requirements under Minn. Stat. § 122A.18, Subd. 4.
 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; and
 - f. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
 5. The Staff Development Plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and school-wide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students; learning goals consistent with Minn. Stat. § 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by

* This time period may be changed to accommodate individual school district needs.

- focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
- e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
 - a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and post-secondary education and training options, including career and technical education options.
 7. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance.
 8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
 9. Staff Development funding is not intended to be used to subsidize or support trips or activities that staff members are planning to take to satisfy a personal interest regardless if their participation in the activity may result in life experiences that relate to their job assignment.

* This time period may be changed to accommodate individual school district needs.

- C. The Advisory District Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory District Staff Development Committee will evaluate staff development efforts at the site level and will report to the School Board on a quarterly basis* the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. The Advisory District Staff Development Committee shall assist the School District in preparing any reports required by the Department of Education relating to staff development including, but not limited to, the reports referenced in Section VII below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

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

V. STAFF DEVELOPMENT FUNDING

- A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the School District will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; pre-service and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts.
 - 1. The School District will allocate 50 percent of the reserved revenue to each school site in the district on a per teacher basis and will retain such funds for each school site until used.

* This time period may be changed to accommodate individual school district needs.

2. The School District will allocate 25 percent of the reserved revenue to make grants to school sites for best practices methods. These grants may be used by the school sites for: any purpose authorized by Minn. Stat. § 120B.22, Subd. 2, or § 122A.60; the costs of curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; substitute teachers for staff development purposes; and other staff development efforts determined by the Site Professional Development Team. Criteria used by the School District in awarding best practice staff development grants to sites include, but are not limited to, the following:
 - a. Grant application includes objectives which have a clear connection to the building/district Staff Development Plan;
 - b. Grant application includes provisions for discussion, collaborating, informing, and coaching one another on an ongoing basis;
 - c. Grant application provides for ongoing assessment of professional practice and student performance; and
 - d. Grant application specifies best practices to be addressed.
 3. The School District may retain 25 percent of the revenue to be used for district-wide staff development efforts.
- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs. This additional expenditure does not need to follow the allocation described in Part V.A. above.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly* basis, the **Advisory District** Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the School Board, the **Advisory District** Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and

* This time period may be changed to accommodate individual school district needs.

objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the School Board and/or Superintendent for consistency with the Staff Development Plan on a quarterly basis.*

- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

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

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

- B. The report will be signed by the superintendent and staff development chair.

Adopted:	December 13, 2004
Revised:	May 8, 2006
Revised:	October 27, 2015
Revised:	February 28, 2017

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
 Minn. Stat. § 120A.415 (Extended School Calendar)
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)

* This time period may be changed to accommodate individual school district needs.

Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)

Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)

Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)

Minn. Stat. § 122A.60 (Staff Development Program)

Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)

Minn. Stat. § 126C.10, Subd. 2 and 2b (General Education Revenue)

Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

* This time period may be changed to accommodate individual school district needs.

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
 2. Mathematics and science;
 3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
 4. Health and physical education;
[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]
 5. The arts;
 6. ~~Vocational~~ Career and technical education; and
 7. World languages.
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.

1. In the school district's discretion, training and instruction may result in CPR certification.
 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.
- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. Integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and

- scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
 1. "Civics test questions" means 50 of the 100 questions that, as of January 1,

- 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.
2. A school or district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
 3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
 4. Schools and districts may administer civics test questions as part of the social studies curriculum.
 5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
 6. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Adopted: March 12, 2007
 Revised: April 13, 2015
 Revised:

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.234 (Child Sexual Abuse Prevention Education)
 Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
 MSBA/MASA Model Policy 605 (Alternative Programs)

608 INSTRUCTIONAL SERVICES -- SPECIAL EDUCATION

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide ~~for~~ special educational services ~~on the part of~~ to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that special education needs exist on the part of some students, and the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special instruction and services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified disabled children are provided the special instruction and services which are appropriate to their educational needs.
- C. It shall be the ultimate responsibility of the superintendent to see to the development of the administrative procedures and practices necessary to deliver the appropriate special education services.
- D. When such services require or result from interagency cooperation, the school district shall participate in such processes in compliance with law

Adopted: February 24, 2000

Revised: May 8, 2006

Revised:

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
 Minn. Stat. § 125A.02 (Definition of Child with a Disability)
 Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29
 (District Obligations)
 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education
 Improvement Act of 2004)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
 MSBA/MASA Model Policy 508 (Extended School Year for Certain
 Students with Individualized Education Programs)

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or limited English Learner proficiency (LEP(EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students meet the graduation requirements of basic skills testings and graduation required assessments for diploma (GRAD) tests.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
 - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
 - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
 - (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

- b. MTAS participation decisions must not be made on the following factors:
 - (1) Student's disability category;
 - (2) Placement;
 - (3) Participation in a separate, specialized curriculum;
 - (4) An expectation that the student will receive a low score on the MCA;
 - (5) Language, social, cultural, or economic differences;
 - (6) Concern for accountability calculations.

- B. Alternate ACCESS for ELs
 - 1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
 - 2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
 - 3. Alternate ACCESS participation decisions must not be made on the following factors:
 - a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.

- C. EL Students New to the United States
 - EL students new to the United States will take all assessments, including all

academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

~~The school district will utilize the existing annual review of Individualized Education Programs (IEPs) or Section 504 Accommodation plans to review, on a case-by-case basis, the extent of student participation in basic skills testing and GRAD testing. For students subject to GRAD testing, the student's IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:~~

- ~~1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or~~
- ~~2. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.~~

~~Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except those students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.~~

- ~~B. Students with Limited English Proficiency (LEP) needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.~~

III. DEFINITION OF TERMS

~~See the "Procedures Manual for the Minnesota Assessments 2009-2010" which can be found on produced by the Minnesota Department of Education's (MDE's) Minnesota Assessments, General Resources, website at: http://www.mnstateassessments.org/wp-content/uploads/2013/07/2013-2014_Procedures_Manual_final_for_posting.pdf and available through minnesotapearsonaccessnext.com.~~

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR

EXEMPTIONS FOR BASIC SKILLS AND GRAD TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments ~~2009-2010~~” and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf), ~~which can be found on the Minnesota Department of Education’s website at: <http://education.state.mn.us> then click on “Accountability Programs,” followed by “Assessment and Testing,” and “Policies, Procedures & Guidelines.”~~

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrators, Elementary/Intermediate Principal Dave Riebel and High School Counselor Lori Anderson, shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. This will be done annually by December 1. Testing results will be documented and reported.

Adopted: December 12, 2005
 Revised: May 8, 2006
 Revised: December 14, 2009
 Revised: April 11, 2011
 Revised: February 24, 2015
 Revised:

Legal References: Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>
Alternate ACCESS for ELLs Participation Guidelines, <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/>

mdaw/mdq5/~edisp/049763.pdf

~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards—
Mathematics and Reading)~~

~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written
Composition)~~

~~Minn. Rules Parts 3501.0505-3501.0550 (Graduation Standards—
Language Arts)~~

~~Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards—
Mathematics)~~

~~Minn. Rules Parts 3501.0800-3501.0815 (Graduation Standards—Arts)~~

~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation—Required
Assessment for Diploma)~~

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and
Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and
Procedure)

MSBA/MASA Model Policy 616 (School District System Accountability)

620 Credit for Learning

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the ~~North-Central Association of Colleges and Schools~~ an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance

laws.

- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
 - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 - 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least 30 credits from the school district.
- B. Transfer of Academic Requirements from Other Schools
 - 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least 30 credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district’s high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

VI. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

- A. The school district does not offer weighted grades.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or

student's parent or guardian except as set forth in Section VIII IX.D. below.

- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Adopted: November 13, 2017

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.14 (Advanced Academic Credit)
 Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
 Minn. Stat. § 123B.445 (Nonpublic Education Council)
 Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
 Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
 Minn. Stat. § 124D.095 (Online Learning Option)
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
 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)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure) MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP

Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 624 (Online Learning Options)

624 ON-LINE LEARNING OPTIONS

[Note: The provisions of this policy substantially reflect the statutory requirements of Minn. Stat. § 124D.095 (2003), the On-Line Learning Option Act.]

I. PURPOSE

The purpose of this policy is to recognize and govern on-line learning options of students enrolled in the school district for purposes of compulsory attendance.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in on-line learning.
- B. The school district shall grant academic credit for completing the requirements of an on-line learning course or program.
- C. The school district shall allow an on-line learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district.
- D. The school district shall continue to provide non-academic services to on-line learning students.
- E. On-line learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.
- F. To the extent the school district provides curriculum to resident students that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the student or the student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

[Note: The school district may itself offer on-line learning. If it does, it is subject to numerous reporting and review requirements but may also be eligible for state funding. To the extent on-line learning is offered by the school district to its enrolled students, it is not subject to the Department of Education reporting or review requirements and cannot generate on-line learning funds. See Minn. Stat. § 124D.095, Subd. 4(e).]

III. DEFINITIONS

- A. "Full-time on-line provider" means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

- B. “On-line learning” is an interactive course or program that delivers instruction from a teacher to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.
- C. “On-line learning student” is a student enrolled in the school district for purposes of compulsory attendance and enrolled in an on-line learning course or program delivered by an authorized provider.
- D. “On-line learning provider” is another school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides on-line learning to students.
- E. “Supplemental online learning” means an online course taken in place of a course period during the regular school day at a local district school.

IV. PROCEDURES

- A. Dissemination and Receipt of Information
 - 1. The school district shall make available information about on-line learning to all interested people. The school district may utilize the list of approved on-line learning providers and on-line learning courses and programs developed, published, and maintained by the Minnesota Department of Education.
 - 2. The school district will receive and maintain information provided to it by on-line learning providers.
- B. Students
 - 1. A student may apply to an on-line learning provider to enroll in on-line learning. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
 - 2. The student and the student’s parents must submit an application to the online learning provider and identify the reason for enrolling in online learning. The online learning provider that accepts a student under this section must within ten days notify the student and the school district in writing if the school district is not the online learning provider. The student and family must notify the online learning provider of their intent to enroll in online learning within ten days of acceptance, at which time the student and parent must sign a statement of assurance that they have reviewed the online course or program and understand the expectations of online learning enrollment. The online learning provider must notify the school district of the student’s enrollment in online learning in writing on a form provided by MDE.

3. Supplemental online learning notification to the school district upon student enrollment in the online learning program will include the courses or program, credits to be awarded, the start date of online enrollment, and confirmation that the courses will meet the student's graduation plan. A student may enroll in supplemental online learning courses up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances and upon acceptance by the online learning provider.
 4. An online learning student may enroll in supplemental online learning courses during a single school year to a maximum of 50 percent of the student's full schedule of courses per term. A student may exceed the supplemental online learning registration limit if the school district grants permission for supplemental online learning enrollment above the limit, or if an agreement is made between the school district and the online learning provider for instructional services. To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply for enrollment to an approved full-time online learning program following appropriate procedures in Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school per contract for instructional services between the online learning provider and school district.
 5. An on-line learning student may complete course work at a grade level that is different from the student's current grade level.
 6. An on-line learning student may enroll in additional courses with the on-line learning provider under a separate agreement that includes terms for payment of any tuition or course fees.
- C. Classroom Membership and Teacher Contact Time
1. The school district may reduce an on-line learning student's regular classroom instructional membership in proportion to the student's membership in on-line learning courses.
 2. The school district may reduce the course schedule of an on-line learning student in proportion to the number of on-line learning courses the student takes from an on-line learning provider other than the school district.
 3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.
- D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including on-line learning students.
2. The school district shall use the same criteria for accepting on-line learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. An online learning provider must make available to the school district the course syllabus, standard alignment, content outline, assessment requirements, and contact information for supplemental online courses taken by school district students.
4. The school district may challenge the validity of a course offered by an on-line learning provider. Such a challenge will be filed with the Minnesota Department of Education.
5. The school district shall count secondary credits granted to an on-line learning student toward its graduation and credit requirements.
6. If a student completes an on-line learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

Adopted: May 14, 2007
Revised: March 8, 2010

Legal References:

[Minn. Stat. § 120A.22 \(Compulsory Instruction\)](#)

[Minn. Stat. § 120A.24 \(Reporting\)](#)

Minn. Stat. § 123B.42, Subd. 1a (Curriculum; Electronic Components)

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)

Minn. Stat. § 124D.095 (On-Line Learning Option Act)

Cross References:

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)

MSBA/MASA Model Policy 605 (Alternative Programs)

MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 620 (Credit for Learning)

Lewiston – Altura School District Strategic Planning Work Plan December 14, 2020

GOAL: To formally and informally gather input from students, staff, parents and community members about the school district and their hopes and vision for our future. This will result in a written plan by December 2021.

Task	Specifics	Timeline	Updates
Gwen meet individually with community people and business owners. Purpose of meetings is to get to know each other; hear their perspective on the school district and their vision of our future; better understand their challenges in sustaining their business in our community; hear and answer their questions and concerns as I am able.	Need recommended names and contact information.	Jan – April 2021	
Conduct a comprehensive facility assessment of our buildings so that when I/we talk with community (in the fall) we have factual data about the conditions of the buildings. This will first require an interview/selection process of firms- those willing do the assessment process at no charge, with a commitment for Construction Management if/when there is a significant construction project.	Need recommended companies that the Board would like to interview	Jan – Feb 2021: Interviews/Selection Assessment Process: March - June 2021	
Confirm plan with MSBA (Gail Gilman) to facilitate Strategic Planning Process	Gail is scheduled to talk to Board February 8 th .	Surveys, community engagement meetings: August - October 2021.	
Compile all relevant data for informational purposes: -School property tax comparisons for our region -Timelines and amounts of operating levy and current debt -Detailed understanding of the entire L-A district budget- planning a sustainable budget for 2021-22 and beyond.		In process -ongoing June 2021- Board approved 2021-2022 budget Presentable data by 1 st Community Meeting	

Strategic Planning Services



Gail Gilman

Set your direction with MSBA's Strategic Planning Services

Effective school boards and superintendents provide leadership to set high expectations for student achievement and learning. School board teams accomplish this by clarifying the school district's purpose and direction. MSBA's experience and knowledge can help you put your district's strategic plan on the right course. **Contact Gail Gilman today at 800-324-4459 or ggilman@mnmsba.org and ask about MSBA's Strategic Planning Services.**

Testimonials

"Without hesitation, I would recommend any district in need of positive change, a new direction, or simply an updated vision to contact the MSBA for assistance. MSBA worked with parents and community members in our district to formulate a plan that will no doubt bring prosperity to our school."

—Granada-Huntley-East Chain Superintendent

"For strategic planning, this was probably the best process I have participated in."

—Marshall Board Member

How does your district benefit from doing this work?

Setting the school district's strategic direction and goals:

- Helps meet the legal requirements for a school board to adopt a comprehensive, long-term strategic plan to support and improve teaching and learning (M.S. 120B.11, Subd. 2).
- Builds strong school board and superintendent relationships by clearly stating expectations.
- Creates clear expectations for school district operations.
- Drives the school district to continually improve in pursuit of excellence.
- Provides clarity for the school district's staff.
- Enables performance monitoring and evaluation.
- Ensures the school board speaks for the community.
- Guarantees alignment between community values and school district operations.
- Helps meet requirements to establish a plan to develop the World's Best Workforce.

How much does this cost?

What does this service include?

Generally, there are four in-district meetings and one meeting conducted electronically.

- One Listening Session Meeting
- Three in-district meetings to create the district's belief statements, mission statement, vision statement, goals and objectives.
- One electronic meeting to clarify the Strategic Planning Committee's work

There is a base fee for this service that includes MSBA consultants' travel and expenses, all materials and follow-up reporting. MSBA can customize a model to meet your school district's needs.

What are school district goals?

- Goals are the desired end result of the school district's efforts. Goals specify what the school district wishes to accomplish.
- Setting school district goals is about working on ends.
- In a school district, ends are composed for five components:
 1. **Mission:** What is our purpose? Who are we?
 2. **Vision:** Where do we want to go? What will it look like when we get there?
 3. **Beliefs:** What do we care about regarding public education in our community? What guides our decision-making?
 4. **Goals:** What do we need to do to get there? What does the school district need to achieve to get there?
 5. **Objectives:** What steps do we have to take to meet the school district's goals?



MSBA's Gail Gilman leads a strategic planning session.

The role of the school board

- School boards are the entity legally charged with governing a school district.
- One of the school board's duties is to clarify the school district's purpose and direction.
- School boards convey the school district's direction by setting clear, well-crafted goals.
- School district staff is responsible for developing the action plans to achieve the school district's goals.
- School boards give final approval of the action plans, designate funding to support the school district's goals, and develop a monitoring and evaluation plan to measure improvement.

The role of the staff and community

MSBA's consultants will facilitate community engagement-related activities to gather stakeholder (internal and external) feedback to help shape school district priorities.

School districts can use a survey to solicit input from school district strengths and needs. Survey responses are confidential. All responses will be collected and analyzed by MSBA. The material collected through the survey will help shape the strategic plan priorities. MSBA consultants will share key themes with the school board and superintendent.

Benefits of Facilitation by an MSBA Consultant

MSBA consultants bring expertise about the school board's role in setting school district direction and goals. MSBA consultants have assisted groups – both large and small – composed of board members, school district leaders, students and community members, in studying specific school district topics. MSBA consultants guide the process for managing group input and decision-making so that decisions can be reached and all school board-superintendent team members can participate. MSBA consultants will record the work in a report format that can set the stage for further strategic planning by school district staff. And, as MSBA member school districts, school boards can access these services for a reasonable fee.

Districts that have used the service include:

Big Lake	Kerkhoven-Murdock-Sunburg	
Blue Earth Area	Mahtomedi	
Dassel-Cokato	Maple River	
East Grand Forks	Marshall	
Fairmont Area	Milaca	River Bend Education District
Floodwood	Minnesota Valley Education District	Staples-Motley
Forest Lake Area	Mora	United South Central
Granada-Huntley-East Chain	New London-Spicer	Westbrook-Walnut Grove
Kaleidoscope Charter School	Paynesville Area	And more

2020-21 Calendar Adjustments

Draft – November 19, 2020

- NOTE: 1st three snow days – no school/no work/no make up
- Teachers must have 185 work days (183 calendar days plus P/T conferences)
- Students must have a minimum of 165 calendar days.
- New Gov Walz Executive Order: Teachers get 30 mins/day additional prep time (counts as instructional time). We are consolidating the 30 mins/day into single prep days that count as instructional days. All staff will be paid on these dates. Paras will also report to buildings.

Month	# Staff Days	# Std Days	Date	Adjustment	Notes
Aug 2020	1	0			
Sept 2020	19	16			
Oct 2020	20	19			
November 2020	19	18	16 th	Staff Prep Day/Counts as Instructional Day	
December 2020	17	17	7 th	Staff Prep Day/Counts as Instructional Day	
			21 st	2 hour late start day	
			24 – 31	Christmas Break	
January 2021	20	19	1 st -3 rd	Christmas Break	
			4 th	Staff Prep Day/Counts as Instructional Day	
			Jan 22	Staff Development Day	
			Jan 25	Staff Prep Day/Counts as Instructional Day	
February 2021	20	20	15 th	Staff Prep Day/Counts as Instructional Day	Elem Parent Conferences
			22 nd	2 hour late start	
March 2021	22 (Or 23)	22	5 th	Non student day. Staff day IF we have had 4 or more snow days (if not, no work)	
			8 th	Staff Prep Day/Counts as Instructional Day	
			15 th	2 hour late start	
			26 th	Staff Prep Day/Counts as Instructional Day	
April 2021	20 (or 21)	19	1 st	Non student day/Staff development day.	Snow days after April 5 th may be distant learning – TBD based on planning or calendar needs.
			2 nd	No work/no students.	
			5 th	Non student day. Staff day IF we have had 4 or more snow days (if not, no work)	
			19 th	Staff Prep Day/Counts as Instructional Day	
May 2021	20	20	10 th	Staff Prep Day/Counts as Instructional Day	
			17 th	2 hour late start	
			31 st	Memorial Day – no students/no work	
June 2021	5	4	4 th	Last student day	
			7 th	Staff Development Day	
TOTAL	183	174			

Report to the School Board

December 14, 2020

By Elementary / Intermediate School Principal Dave Riebel

GOAL 1: THE DISTRICT WILL STRIVE TO PROVIDE THE BEST EDUCATIONAL PROGRAMS.

- A Distance Learning Day – The following is a oversimplified view of what aspects of a Distance Learning day looks like at the Elementary and Intermediate School.

Elementary: Tier I child care. There are four Cardinal Club child care areas set up at the elementary school each day. These rooms are purposely grouped by age levels to assist with the online school needs. These rooms are staffed with a combination of Cardinal Club staff and PK-6 paraprofessionals and support staff members. Each of these rooms maintain our safety protocols of masks all day, hand washing and sanitation and meet social distancing criteria while at Cardinal Club. Spacing out desks and tables while being able to plug in the needed devices continues to be challenging, but is overcome. Cardinal Club kids are supervised through their school day schedule including lunch/recess and all of their specialist classes.

Elementary and Intermediate Classroom spaces: Classrooms are occupied by the teacher, in their “production studios”. Staff are utilizing several inputs going through their devices into the Zoom online meetings each day for instruction and assessment. Specialist teachers have found various offices and conference rooms to instruct their online classes. Paraprofessionals have found any quiet spot that can be utilized (hallways, storage areas, even the elementary locker room) in order to log on with students via Zoom breakouts and provide supports to small groups and individual students.

- Online Parent Teacher Conferences – Another first was accomplished during the 20-21 school year. Virtual parent-teacher conferences. Parent Teacher Conferences Fast (PTCFast) was the online scheduling site that was used by parents to schedule specific time slots with both homeroom and specialist teachers. Parents were then provided with a Zoom link to log into. Parents logged in and were in a waiting room until their designated time when the teacher joined them for the conference.

- Attendance for the conferences was very similar to years past. Elementary conference attendance was at 95% which falls right at our normal range of 90-99%. Intermediate conference attendance was at 77% which is just below our usual range of 80-90%.

- Staff completed a survey about their reaction to the PTCFast and Zoom conferences. 85% of staff “liked” or “loved” PTCFast scheduling. 90% of staff “liked or “loved” Zoom conferences.

- Afterschool Club continues – In previous years, Intermediate students and families have had the ability to attend Afterschool Club. Afterschool Club has been in place for many years as a way for students to remain at school to work with a teacher to get extra help with their classes, projects and any missing or late assignments. The Intermediate staff have created a way to also get this assistance via Zoom links.

GOAL 2: THE DISTRICT WILL STRIVE TO HIRE, DEVELOP AND MAINTAIN THE BEST POSSIBLE STAFF.

- “Teaching and assessing in a virtual world.” This was the title of the Nov. 16th inservice session put on by Katie Hubbard, Saint Mary’s University Reading Program Director. Ms. Hubbard was able to present timely tips and ideas for tools, websites and resources, and the presentation can be utilized for the reading licensure requirement for certified staff.

GOAL 3: THE DISTRICT WILL STRIVE TO MAINTAIN A POSITIVE EMOTIONAL AND SAFE CLIMATE FOR LEARNERS AND STAFF.

- Grade level adjustments – Staff members met as grade level teams to analyze the amount of online time students spend each day and made adjustments to screen time and break time, especially in the primary grade levels.



- Santa Drive Through – Over seventy cars participated in the first ever Santa Drive Through. The Early Childhood staff members planned, organized and pulled off a wonderful, yet safe event for students and families. Families stayed in cars and completed a scavenger hunt while traveling through the Elementary parking lot through creative and lighted stations on their way to meeting Santa at the last station for a in car photo opportunity. Thank you to all staff who assisted with the evening!



- 10 Days of Giving, 2020 – This annual project also was modified for our Elementary and Intermediate students and families as it was changed to a monetary drive. The funds collected will still go to purchase food to stock the county food shelves. We also are still working to claim the annual Golden Can traveling trophy.
- New Ways November – Thank you to our Wellness committee members for promoting New Ways November which prompts staff members to find ways to focus on themselves and to take care of themselves.

GOAL 4: THE DISTRICT WILL STRIVE TO MAINTAIN AND IMPROVE THE DISTRICT'S INFRASTRUCTURE.

- Meal dispersal continues each morning from the Elementary and Intermediate School entryways. Thank you to food service staff for these needed efforts.



Independent School Dist. No. 857

100 County Road 25

Lewiston, MN 55952

(507) 523-2191

Gwen Carman, Superintendent

Dave Riebel, Elementary and Intermediate Principal

Cory Hanson, High School Principal

Goal 1: The District will strive to provide the best possible educational programs.

- Congratulations to the drama directors on their wonderful online performance of 'No Signs of Intelligent Life'. Another great performance by the drama cast and crew.
- We are working closely with Winona State to offer our Concurrent Enrollment Education Class in the spring. We have made some updates to our Course Registration guide to include this option as well as Work-Based learning. We will be alternating English course offerings in order to increase CE enrollment numbers.
- Pre-Registration Meetings will be held with all students in grades 7-11 on December 8 and 9. This information helps create the course offerings for our registration in the spring. Parents and students will receive an email of the registration meeting and links to take to complete the pre-registration form.
- Congratulations to Christa Sauer and Sam Bronk as our 2020-21 Triple A Award winners.
- Congratulations to Katelyn Ketchum and Matthew Schell as the 2020-21 ExCEL Award winners. We had an amazingly talented, hard-working, and dedicated group of individuals to choose from. All applicants would have made excellent winners.

Goal 2: The District will strive to hire, develop, and maintain the best possible staff.

- Thank you to Katie Hubbard of Saint Mary's University for presenting on E-Text vs. Print Text. We will take our group learning and move forward with strategies to implement our learning.
- We have training on Accommodations and Modifications with HVED on January 22.
- Teachers are continuing to work on building PLC goals during planning days.

Goal 3: The District will strive to maintain a positive emotional and safe climate for learners and staff.

- Staff members created a door decorating contest, even without students in the building in order to bring some cheer to the building.
- Staff hosted a lunch on December 7 where we purchased from the Rec and then had a trivia competition.
- Student council is working on multiple ideas for student activities.
- We will probably run a 2 hour early release schedule on December 23, so that we can have some mental health times for students to connect with staff of their choice.
- Using RtI, we have made a number of changes to help reach out to additional students to provide more opportunities for students to earn credits, have additional help, and increase grades during this time:
 - Moved our traditional Credit Recovery program to online. Students took CR materials home and have assistance to work on those on Mondays and Wednesdays.
 - Create a student support after school program on Tuesdays and Thursdays that runs from 3:15 to 4:15 afterschool. So far, we are reach 10-15 students per day.
 - Many teachers are utilizing Zoom breakout rooms to provide one on one instruction to students needing help during class worktime. We are trying to limit the amount of homework outside of the

school day. Most students can complete the work assigned during classes if they are using all of their work time. Teachers are available in multiple ways during this time.

- Teachers are working with students in grades 9-12 to recover credits for Quarter 1 instead of waiting until the end of the semester.
- Homeroom time during distance learning has been set aside to meet with individual students and small groups. Students were divided out and some students are receiving weekly communications with staff or their homeroom teacher and others should be meeting every other week.
- We are looking at grading scale adjustments or changes to current percentages for credit recovery.
- We do not plan on changing grading models to PASS/No Credit as mentioned in September. We are trying to offer many opportunities for students to receive additional support and meet standards.

Goal 4: The District will strive to maintain and improve the district infrastructure.

- We received our surface laptops for use in Art which was part of our curriculum purchase for digital art this year.
- Jeff updated the systems accountability committee that we may see our computers prior to Christmas which will be much needed at this time. There are questions related to the process for purchasing for next year that need to be determined.



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Gwen Carman, Superintendent
Cory Hanson, High School Principal • Dave Riebel, Elementary/Intermediate Principal

Superintendent's Report to the School Board
December 14, 2020
Submitted by Gwen Carman

Board Meeting Agenda Notes:

Truth in Taxation Hearing I will be presenting a Power Point for our required annual Truth in Taxation hearing. It will highlight school funding information, property valuation information and information about prior and current year budgets. It should not take more than 7-10-minutes, assuming there is minimal discussion. We are required to provide community members opportunities to comment or ask questions.

Strategic Planning I am excited to be moving closer to 'action' to start a strategic planning process. The attachment shows I have outlined four essential steps that we can do in the upcoming months, prior to a more formal process of getting staff, student, community input next fall. Please remember that while I 'lead' this process, it is very important that the Board also be very involved throughout this process.

Additional School Calendar Modifications Governor Walz' [*Executive Order 20-94*](#), requires districts to provide teachers an additional 30-minutes per day of preparation time if they are teaching in a hybrid or distant learning model. You may recall we had discussions with our L-A teachers earlier about the need for additional prep time and already modified our calendar to add November 16th, December 7th and January 4th as staff work days. As administrators, we recommend that we continue to build in entire days for teachers to prepare rather than attempting a much more complicated task of modifying schedules on a daily basis to accomplish this. The Ed-MN Executive Committee supports the proposed calendar changes for the 2nd semester. Note that this does remove an additional six instructional days for students. We will continue to pay our non-licensed staff on these days as these were already part of our budget and their work agreements.

Learning Models/Winter Sports At the meeting, I plan to update the Board on the many facets of information that are impacting our Learning Model situation and decision making, as well as discussion of potential scenarios for winter sports. Depending on what we hear from the Governor, MDE and/or MDH I may or may not be ready to confirm what our Learning Models will be after January 4th. I do understand the urgency for students, parents and staff to know as soon as possible. We are in the process of surveying staff and elementary parents as part of our data gathering.

Additional Updates

Review of Office Staff Roles and Responsibilities On the consent agenda is the resignation of Michelle Marxhausen who has worked in the district for over 10 years in various administrative assistant roles. She will be missed! Her departure has accelerated my plans to review all of the office positions and how we might re-organize job responsibilities and needs to be more efficient. We are meeting as a large

group on Friday. I will have an update for you at the Board meeting, though I may not yet have any final recommendations.

Curriculum Review and Planning Systematic and very thoughtful curriculum planning is essential to the work we do with students. One essential component of this is a thorough review of MN Standards in each curricular area to be sure we are adequately teaching them to students and modify/adjust/intervene if students are not meeting the standards. We also need to identify essential standards in each area and grade level to be sure we prioritize the ‘absolutes’ of what students need to master. These discussions need to happen with teachers who are teaching the same grade/same subject, as well in PK-12 vertical scope and sequence discussions to help assure we do not have grade levels duplicating standards, nor are we omitting standards. It is excellent conversations when teachers of older students can provide teachers of the younger students their observations of areas students are strong in, as well as areas where students struggle more. These discussions have never been more important than now when we know that hybrid and distant learning have created much interruption to student learning. Please be sure to understand this is not anyone’s fault – it is an unfortunate outcome of what we are experiencing.

In the L-A district, we also need to review and update our curriculum review cycle. From my perspective, this parallels and supports the discussions I outlined above. This cycle is important for budgeting purposes and to assure curriculums and resources are updated regularly. This process must also incorporate the State’s cycle of review and updating of standards. You will be hearing more about this in the upcoming months.

Technology Technology devices, software, security and more have evolved to be fundamental to how we teach and manage our schools. Our district has made significant gains in improving the technology tools that we provide students, however, that is not to say all students have an update to date device. These tablets tend to have a lifespan of only 3-4 years and so we must be very intentional in our planning. The administrative team is discussing this planning with our Ed Midwest staff. I will update as we develop a more detailed replacement cycle and any other areas of need.