

Regular School Board Meeting of ISD 857

Monday, March 10, 2025 6:00 PM

Board & Public in HS Library/Remote viewing via ZOOM, 100 County Road 25 ,
Lewiston, MN 55952

I. Call Meeting to Order

II. Pledge of Allegiance.

III. Quorum Call

David Baer
Sara Daley
Daniel Kreidermacher
Bree Maki
Luke Miller
Amber Pasche
Dave Pringle

IV. Approve the March 10, 2025 Meeting Agenda.

V. L-A High School Student Report

VI. Open Forum

Guideline: Three minutes per speaker; 15 minutes maximum. Complaints about personnel or individuals are prohibited. No Board action is taken during the Open Forum. This is the only time during the Board meeting that audience participation is allowed unless scheduled prior.

VII. Food Service Program Updates from Vickie Speltz, and approval to pursue a leadership position with the MN School Nutrition Association Board of Directors.

VIII. Consent Agenda

- A. Board Meeting Minutes: February 10. 2025**
- B. Financial Reports a. Board Bills**
 - b. Wire Payments**
 - c. Multi Year Guideline by Object Code**
- Approve the hire of Mikayla Burt as a Junior High Softball Coach.**
- Approve the hire of Derek Birling as a Junior High Baseball Coach.**

Thank you to the Cardinal Foundation, Matt and Barb Daley and Daley Farms for enabling the purchase of an Ag Mechanics Engine Training for \$10,775.00. Thank you to Mr. Stoppelmoor for pursuing this grant to support his curriculum and students.

Accept donation of \$25.00 from Cindy Rolfing in honor of Cornelia Kryzer.

Accept donation of \$500.00 from Fastenal for Jr. Hoops and Jr. Wrestling.

Accept donation of \$1,250.00 from American Legion Post #90 for the Trap Team.

Accept donation of \$720.00 from Mango's for the High School Student Council.

Approve the hire of Spring 2025 Coaches:

Track

Head Coach: Matt Kingsbury (hired in Dec 2024)
Assistant Coaches: Sebastian Kingsbury, Patrick Oevering, Joel Ellinghuysen.
Paraprofessionals: Sam Barnes and Michael Heimmerman
Volunteer: Maddy Mundt, Callie Bortz

Golf

Head Coach: Bret Egland
Assistant: Amy Kelly
Paraprofessionals: Lacey Zietlow and Ryan Zietlow

Softball

Head Coach: Neil Schilling
Assistant Coach: Josh Randall
JH Coach: Mikayla Burt

Baseball

Head Coach: Cory Schmitz
Assistant Coach: Brandon Mehling
JH Coach: Derik Berling
Volunteers: Sam Barnes and Dylan Weninger

Award bid for Trash and Recycling Pick Up to LRS Recycles (bids due March 10th, 12:00pm).

IX. Policies and Forms on 1st Reading

998 Memorials for Deceased Students or Staff
(New Policy)

X. Policies and Forms on 2nd Reading

1. 506 Student Discipline and Complaint Procedure

2. 513 Student Promotion, Retention and Program Design
 3. 597 Early Admission Policy
 4. 614 School District Testing Plan and Procedure
- XI. Authorization to order a school bus and passenger van in FY25, and to plan in the budget for additional bus and van purchases in FY26.
- XII. 2025 -2028 Achievement and Integration Plan
- XIII. Updated 5 Year Financial Projections
- XIV. PK-5 Principal's Report
- XV. L-A High School Principal's Report
- XVI. Report from Dashir and Superintendent's Report
- XVII. Board Committee Reports
- XVIII. Motion to go into Closed Session for the purpose of discussing the possible sale of real estate property.
- XIX. Reopen the Meeting to the public.
- XX. Adjourn



MSNA POTENTIAL CANDIDATE FORMS TO RETURN CHECKLIST

- Signed Biographical Information form**
- Signed Acknowledgement & Receipt form for the following Board policies:**
 - **Antitrust Policy**
 - **Conflict of Interest Policy**
 - **Whistleblower Policy**
- School District Approval form**
- A professional quality portrait photo (digital photo of high resolution by email preferred, head shots only, business attire, plain backdrop)**

NOTE:

- **Electronic signatures will be accepted on any of the forms.**
- **At the request of the Nomination Committee, incomplete potential candidate packages will not be forwarded to the committee.**

Please return forms to:

Margaret I. Winchell, MSNA Executive Director

Email: MSNA@fusionLP.org

Questions? 320-251-2344

Deadline: March 18th, 2024



EXECUTIVE BOARD MEMBER STATEMENT REGARDING CONFIDENTIALITY, COMPETITION AND DISCLOSURE

I have been elected and/or appointed to serve on the Executive Board of the Minnesota School Nutrition Association (MSNA).

I understand that my sources of income and financial interests and/or my business dealings with MSNA may create a conflict of interest or apparent conflict of interest.

I understand that as an Executive Board member that I cannot endorse a product(s) of one of our industry partners nor shall I appear in any advertisements or industry articles featuring endorsement of any product, company, service or industry-contributed articles featuring endorsement of any product, company service or industry during my term of office. As an Officer or Board Member of MSNA, I shall refrain from appearing in industry advertisements/ promotions and never work in an exhibitor booth during any MSNA meeting.

I agree not to serve on advisory boards that have publications, trade shows or other events that compete with MSNA for advertisers, exhibitors or sponsors.

I agree to disclose any significant source of income or other financial interest I or an immediate family member has which may be directly or indirectly affected by a decision of MSNA and/or its Executive Board, and/or any significant interest I or an immediate family member has in an organization which MSNA is dealing or with which it is considering conducting business, either at the time of my appointment (or when this policy is implemented) or when that information is relevant to matters under consideration by the Executive Board on which I serve.

I agree that if my income or other financial interest may be directly or indirectly affected by an action or decision of MSNA or its Executive Board, or my interest involves an organization with which MSNA is dealing or considering dealing, I will not vote on the transaction under consideration and will excuse myself from the meeting while the matter is under consideration unless the remaining Executive Board members request that I participate in the discussion.

I understand that it is my responsibility to update this information if there are changes in the sources of my income, my other financial interests, organizations with which MSNA is considering business, and/or the impact of MSNA's actions may have on these interests.

I further understand that the information that I provide in this statement may be provided to other members of the Executive Board and/or officers of MSNA.

I further understand that in the course of my duties on the Executive Board, I will have access to confidential information about MSNA's operations. I agree that during and after my service on the Board, I will not disclose any such information to any person or entity, other than the officers, agents and employees of MSNA, except as the MSNA specifically authorizes or directs me in writing. I will observe any requirements or procedures that MSNA may require for the protection of the confidentiality of such information. I understand that any questions as to what information is confidential will be referred to, and resolved by, the President of the Association.

Date

3/3/25

Signature

A handwritten signature in blue ink, appearing to read "Nicki J. Speer", written over a horizontal line.



RECEIPT AND ACKNOWLEDGEMENT OF POLICIES

BOARD OF DIRECTORS

MSNA ANTITRUST POLICY

MSNA CONFLICT OF INTEREST POLICY/STANDARDS OF BUSINESS

MSNA WHISTLEBLOWER POLICY

If elected as a MSNA Board member, I understand I will be asked to adhere at all times to the highest ethical standards and to conduct myself with undivided loyalty to MSNA and its goals, consistent with the above policies.

I also understand that if elected, I will be required to comply with the above policies from the date of my election to the date of my installation and throughout my term on the Board of Directors.

I clearly understand the Conflict of Interest Policy and have reviewed my own activities against the policy. It is understood that full disclosure of any facts or circumstances that may be, or may be perceived to be, inconsistent with the policy, is required. I fully expect to be able to comply with the policy if elected, with no reservations.

I have read and understand all of the above policies and understand MSNA's expectation that I will serve in full compliance with these policies.

Vickie J Speltz

Name



Signature

3/3/25

Date



REQUEST FOR SCHOOL DISTRICT APPROVAL

The Minnesota School Nutrition Association (MSNA) is recruiting potential candidates for leadership positions to lead the association in the future. These positions are on the MSNA Board of Directors. State leadership talent is critical in educating and empowering members to provide healthy school meals, so children can achieve academic success.

The MSNA member below has been nominated for the position(s) indicated. MSNA requires all potential candidates to obtain the approval of their school district due to the time commitment required. While we want school districts to be aware of the leadership opportunity available to school nutrition professionals, it is also important to recognize that the opportunity requires occasional time away from the candidate's position responsibilities during the MSNA term of office.

To be Completed by MSNA Candidate

Name: Vickie J Speltz

MSNA Leadership Position(s): 1. Vice-President

2. Pres-Elect

Term of Office: 3 years 3. President

Total Estimated Number of Days Out of the Office in a Year: 1st - 33
2nd - 67
3rd - 70

School District Approval

Name: _____

Title: _____

Signature: _____ Date _____



2025 Vice President Board Election

VICE PRESIDENT

BYLAWS

Vice President-The vice president shall: • Perform the duties of the president-elect in the president-elect's absence; • Serve as the liaison for association affinity groups, and other committees as needed; • Succeed to the office of president-elect following official installation at the annual conference or in the event of the president-elect's death, resignation, or removal from office. If filling a vacancy in the office of president-elect, the vice president shall then continue in service and also serve the usual term as president-elect the following year.

PROCEDURE MANUAL

The Vice President shall work with the chapters promoting the Plan of Action and the Strategic Plan. This position will serve as a liaison between the chapter affiliates and the Executive Board. The Vice President shall succeed to the office of President Elect following official installation at the annual conference or in the event of the President Elect's death, resignation, or removal from office. If filling a vacancy in the office of the President Elect, the vice president shall then continue in service and also serve the usual term of president elect the following year. The Vice President shall serve a one-year term. NOTE: The Vice President does not do much work with the chapters as they are not as active as they once were. The VP will also become the Past President after their year as President. The Past President chairs the Leadership Development Committee.

General Responsibilities

1. Succeeds to the office of President Elect.
2. Performs duties of the President Elect in the President Elect's absence.
3. Promotes the Association's Strategic Plan of Action.
4. Is available to assist chapter affiliates, promotes membership and professional growth.
5. May attend chapter meetings and may perform installation ceremony of chapter officers.
6. Conducts chapter leadership workshops in conjunction with the President Elect.
7. Attends SNA Leadership Conference per travel policy.
8. Attends the Midwest Regional Leadership conference per travel policy.
9. Serves on the following committees:
 - a. PPL committee
 - b. Bylaw committee

c. Finance committee

10. Voting member of the MSNA House of Delegates. NOTE: This will change to Membership meeting. There will no longer be a House of Delegates.
11. Shall submit articles to the Association's publications.
12. Prepare written reports of all SNA sponsored meetings or conferences attended to be presented at the next Executive Board Meeting and to submit a copy of the written report to the Executive Director to be used for the Association's publications.
13. Be responsible as keeper of the Association written operating manuals. The Vice President along with the Executive Director, will be responsible for updates on the procedure manual, policy guides and travel policies to keep them in compliance.
14. In preparation of his/her term of office, the Vice President shall read the Bylaws, all manuals to gain a complete understanding of the procedures they will need in the future.
15. Annually the manual shall be completely reviewed and posted online.

	BOD Meeting-hrs #1	BOD Meeting-hrs #2	BOD Meeting-hrs #3	BOD Meeting-hrs #4	BOD Meeting-hrs #5	BOD Meeting-hrs #6	Exec Cmte Mtg #1
<i>umber of days/hrs</i>	1.50	1.50	1.50	1.50	1.50	1.50	1
resident	1.50	1.50	1.50	1.50	1.50	1.50	1
resident Elect	1.50	1.50	1.50	1.50	1.50	1.50	1
ice President	1.50	1.50	1.50	1.50	1.50	1.50	1
ecretary/Treasurer	1.50	1.50	1.50	1.50	1.50	1.50	1
utrition Chair	1.50	1.50	1.50	1.50	1.50	1.50	
ducation Chair	1.50	1.50	1.50	1.50	1.50	1.50	
ublic Policy Chair	1.50	1.50	1.50	1.50	1.50	1.50	
ember Services Chair	1.50	1.50	1.50	1.50	1.50	1.50	
Industry Chair	1.50	1.50	1.50	1.50	1.50	1.50	

P commits to 4 years. VP, Pres-elect, Pres, Past Pres/chr Leadership Development cmte

oard mtgs are 1.5 hrs

xec Cmte mtgs are 1-1.5 hrs

mtg Chrs have added time putting together mtg agendas, corresponding w/MSNA staff, and other general duties.

Time Commitment per Board Position (Days)

	Exec Cmte Mtg-hrs	Exec Cmte Mtg	Exec Cmte Mtg	Exec Cmte Mtg	Monthly Financial Review	Board Retreat	MSNA Day at the Capitol-1 afternoon 1-5pm	SNA LAC
	#3	#4	#5	#6		Days		
	1	1.0	1.0	1.0		2.5	1	4
	1	1	1	1		2.5	1	4
	1	1	1	1		2.5	1	4
	1	1	1	1		2.5	1	4
	1	1	1	1	12	2.5	1	4
						2.5		
						2.5		
						2.5	1	4
						2.5		
						2.5		

SNIP Conference Days	SNA ANC Days	MSNA Anl Conf Days	Bi-weekly meetings w/Exec Dir-1 hr	Additional Time Commitment-Hrs	TOTAL
2.5	4.5	4			
2.5	4	4	26	10	70.5
2.5	4	4		30	67
2.5		4		101	33
2.5		4		12	41
		4			16.5
2.5		4			18
		4			28.5
		4			15.5
2.5		4			18



Biographical Information
Potential Candidates for Elected State Leadership Positions

The following information is required from all members who would like to be considered for MSNA elected office. Please complete this form and email to MSNA@fusionLP.org.

Vickie J Speltz
 Name

21969 County Rd 27
 Home Address

Rollingstone, MN 55969
 City/State/Zip

507-689-2508
 Home Phone

vspeltz@lewalt.k12.mn.us
 Preferred E-mail address

507-459-2995
 Cell Phone

Food Service Director
 Job Title

Lewiston-Altura 857
 School District/Company

100 County Rd 25
 Business Address

Lewiston, MN 55952
 City/State/Zip

507-522-3403
 Business Phone

Complete the following:

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	SNA Membership Number <u>450148</u>	Expiration Date <u>Feb-26</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	I am SNA certified and it is valid until <u>7/31/25</u> ;	Level <u>3</u>
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	I am credentialed (SNS) and it is valid until <u>0</u>	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	I am currently employed in an eligible field.	

L List all positions in which you have served at MSNA. Indicate current elected or appointed terms not yet completed.

<u>MSNA BOARD OF DIRECTORS, COMMITTEE, ADVISORY BD, OR TASK FORCE</u>	<u>POSITION</u>	<u>START & END DATES</u>
<u>President</u>	<u>MSNA Board</u>	<u>2019-2020</u>
<u>President-Elect</u>	<u>MSNA Board</u>	<u>2018-2019</u>

<u>Vice-President</u>	<u>MSNA Board</u>	<u>2017-2018</u>
<u>Secretary/Treasurer</u>	<u>MSNA Board</u>	<u>2020-2022</u>
<u>A Conference Committee</u>	<u>MSNA Conference Committee</u>	<u>2017-2022</u>

II. List your participation as a speaker/presenter at a MSNA meeting (ANC, SNIP, Nutrition Conference and any other) or at a MSNA event.

<u>MEETING</u>	<u>TOPIC</u>	<u>DATES</u>
<u>MABA</u>	<u>Negative Balance</u>	<u>4/19/2022</u>
<u>MSBA</u>	<u>Working with School Board</u>	<u>2/8/2019</u>
<u>MASA</u>	<u>Changes/challenges</u>	<u>1/24/2019</u>
<u>Minneapolis</u>	<u>Changes /</u>	<u>1/17/2019</u>

III. List past and current leadership positions held on your Local Chapter's Board of Directors, including voting and nonvoting positions, and any future positions in which you have agreed to serve. (e.g. past president)

<u>CHAPTER BOARD, COMMITTEE OR TASK FORCE</u>	<u>POSITION</u>	<u>START & END DATES</u>
<u>Chapter II</u>	<u>President</u>	<u>2009-2014</u>
<u>Chapter II</u>	<u>Treasurer</u>	<u>2014 - Present</u>
_____	_____	_____
_____	_____	_____

IV. List SNA conferences you have attended in the last five years (ANC, SNIP, Nutrition Conference and any other):

<u>MEETING</u>	<u>YEAR(S) ATTENDED</u>
<u>SNIP</u>	<u>5 years</u>
<u>MN LEG</u>	<u>2 years</u>
<u>CHAPTER LEADERSHIP</u>	<u>8 years</u>
<u>ANNUAL CONF</u>	<u>2015 to Present</u>
<u>NUTRITION</u>	<u>1 year</u>
<u>SKILLS CAMP</u>	<u>1 year</u>

VII. Goals for Office

Identify the top **three** goals that you would like to pursue, if elected, for EACH position for which you would like to be considered. You may want to consult the job descriptions and/or talk with a current member of the Board to develop informed, relevant goals.

If specific goals are not received for each position, it may affect the Nomination Committee's decision on your candidacy.

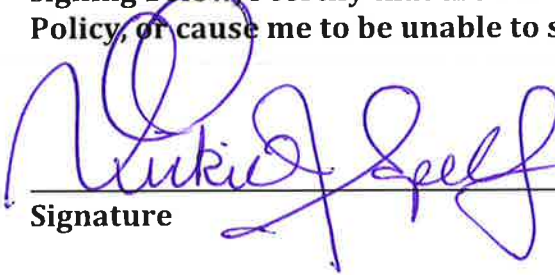
Position: Vice-President
Title of position

1. Work with legislation for longer seat time for
2. Rural Schools (advocate for them) Elementary level.
3. Chapter Status

Position: _____
Title of position

1. _____
2. _____
3. _____

I have reviewed the MSNA Standards of Business Conduct/Conflict of Interest Policy. By signing below, I certify that there are no facts or circumstances that would or may violate the Policy, or cause me to be unable to serve MSNA with the highest ethical standards.


Signature

3/3/25
Date

V. List any MSNA national or SNA state awards or recognition you have received (e.g. MSNA's "E" Team Award, MSNA Innovation Award, MSNA's Chapter President's Leadership Award of Excellence; SNA Employee of the Year, SNA Manager of the Year; SNA Director of the Year, etc.)

AWARD

Director of the Year

YEAR(S)

~~22-23~~ May 2022

VI: Provide a brief statement that describes the leadership experience and skills that will enable you to make a strong contribution in the position(s) for which you would like to be considered. (May be written on separate sheet and attached.)

MINUTES OF THE LEWISTON-ALTURA REGULAR SCHOOL BOARD MEETING
ISD #857
February 10, 2025

A regular meeting of the School Board of Independent School District #857 was held February 10, 2025 at 6:00pm in the High School Library. Members present were Bree Maki, Daniel Kreidermacher, David Baer, Sara Daley, Dave Pringle, Luke Miller and Amber Pasche.

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

Motion by Pringle and seconded by Kreidermacher to approve the meeting agenda. MCU.

Austin Kreidermacher provided a LAHS student report on activities.

Motion by Miller and seconded by Pringle to approve the Consent Agenda. Congratulations to Jane Weaver on her upcoming retirement and thank you for her 25 years teaching in the school district. MCU.

Motion by Miller and seconded by Pringle to accept bid from McDowell Company for \$1,598,700 for the high school roof replacement project with a 4-ply asphalt/gravel surfaced built-up roof system with a Fall 2025 completion as specified in the bid documents. MCU.

Motion by Baer and seconded by Pringle to approve the revised 2024-2025 budget as presented by Business Manager Schreiber for \$30,280,506 in revenues, and \$11,609,685 in expenditures. This budget includes building bond revenue and initial construction payments through June 2025. MCU.

Reports were presented by Principal Riebel, Dr. Hanson, Superintendent Carman, and board members.

Motion by Sommer, seconded by Meisch to adjourn the meeting at 7:00pm. MCU.

Dave Pringle, Clerk

Lewiston-Altura Public Schools
Board Bills for Approval February 2025

Check Number: 0-99999 Payment Date: 2.01.2025-2.28.2025 Period: 0-9999999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P258CK	001	68533	77056	Check	1	7265	Agape Therapies and Educational Services	Yes	No	No	02/03/2025	12,600.00
		68524	77057	Check	1	2440	Culligan Water Services	Yes	No	No	02/03/2025	45.75
		68532	77058	Check	1	7116	Cushman Motor Company	Yes	No	No	02/03/2025	490.11
		68525	77059	Check	1	2524	GRAINGER	Yes	No	No	02/03/2025	167.36
		68523	77060	Check	1	2257	J.W. Pepper & Son, Inc.	Yes	No	No	02/03/2025	166.99
		68529	77061	Check	1	4583	JO VOLLEYBALL	Yes	No	No	02/03/2025	925.00
		68520	77062	Check	1	11260	LEWISTON JOURNAL	Yes	No	No	02/03/2025	432.64
		68526	77063	Check	1	3061	MENARDS	Yes	No	No	02/03/2025	289.99
		68521	77064	Check	1	12251	MESPA	Yes	No	No	02/03/2025	500.00
		68527	77065	Check	1	3361	Minnesota FFA Association	Yes	No	No	02/03/2025	32.00
		68522	77066	Check	1	1659	PINE ISLAND HIGH SCHOOL	Yes	No	No	02/03/2025	200.00
		68519	77067	Check	1	1005	RUSHFORD PETERSON SCHOOL DIS	Yes	No	No	02/03/2025	500.00
		68531	77068	Check	1	5876	Teachers on Call	Yes	No	No	02/03/2025	2,908.64
		68528	77069	Check	1	4448	VERIZON WIRELESS	Yes	No	No	02/03/2025	99.04
		68530	77070	Check	1	5567	West Ave Ink	Yes	No	No	02/03/2025	20.00
		68556	77071	Check	1	7283	BENKE, AUTUMN	Yes	No	No	02/05/2025	1,500.00
		68548	77072	Check	1	6998	BRUMMER, CARLY	Yes	No	No	02/05/2025	2,300.00
		68534	77073	Check	1	1114	Century Link	Yes	No	No	02/05/2025	242.87
		68541	77074	Check	1	4481	CHANHASSEN DINNER THEATERS	Yes	No	No	02/05/2025	1,913.81
		68549	77075	Check	1	7089	Dashir Management Services, Inc	Yes	No	No	02/05/2025	31,856.48
		68544	77076	Check	1	6376	Ed Midwest LLC	Yes	No	No	02/05/2025	5,250.00
		68545	77077	Check	1	6496	EDUCATORS BENEFIT CONSULTANT	Yes	No	No	02/05/2025	139.35
		68538	77078	Check	1	2718	GREAT RIVER WATER TREATMENT	Yes	No	No	02/05/2025	1,235.21
		68547	77079	Check	1	6935	GWS - Greden's Welding Shop	Yes	No	No	02/05/2025	125.00
		68552	77080	Check	1	7238	HEIER, NATHAN	Yes	No	No	02/05/2025	500.00
		68558	77081	Check	1	7298	Kittelson, Grace	Yes	No	No	02/05/2025	100.00
		68537	77082	Check	1	2665	L-A Booster Club	Yes	No	No	02/05/2025	550.23
		68539	77083	Check	1	3038	Lewiston Hardware, LLC	Yes	No	No	02/05/2025	444.31
		68557	77084	Check	1	7284	Merchlewitz, Kailee	Yes	No	No	02/05/2025	500.00
		68535	77085	Check	1	12500	MINNESOTA STATE HIGH SCHOOL LE	Yes	No	No	02/05/2025	50.00
		68536	77086	Check	1	12540	MISSISSIPPI WELDERS SUPPLY COM	Yes	No	No	02/05/2025	192.06
		68550	77087	Check	1	7223	MUNDT, GEORGIA	Yes	No	No	02/05/2025	2,000.00
		68543	77088	Check	1	6280	Music Mart	Yes	No	No	02/05/2025	495.10
		68553	77089	Check	1	7280	PAYNE, MARREE	Yes	No	No	02/05/2025	2,000.00
		68551	77090	Check	1	7230	PRIGGE, TIEGAN	Yes	No	No	02/05/2025	2,000.00
		68560	77091	Check	1	7302	Pye Barker Fire and Safety	Yes	No	No	02/05/2025	669.00
		68546	77092	Check	1	6830	Sommer, Owen	Yes	No	No	02/05/2025	1,300.00
		68542	77093	Check	1	5876	Teachers on Call	Yes	No	No	02/05/2025	1,817.91
		68540	77094	Check	1	4448	VERIZON WIRELESS	Yes	No	No	02/05/2025	99.04

Lewiston-Altura Public Schools
Board Bills for Approval February 2025

Check Number: 0-99999 Payment Date: 2.01.2025-2.28.2025 Period: 0-9999999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P258CK	001	68555	77095	Check	1	7282	WARDWELL, ALEXA	Yes	No	No	02/05/2025	1,000.00
		68559	77096	Check	1	7300	Wenzel, Isabelle	Yes	No	No	02/05/2025	1,000.00
		68554	77097	Check	1	7281	WING, JORDAN	Yes	No	No	02/05/2025	2,000.00
		68584	77098	Check	1	5631 R1	BSN Sports, LLC	Yes	No	No	02/07/2025	39.92
		68571	77099	Check	1	1451	Century High School	Yes	No	No	02/07/2025	120.00
		68582	77100	Check	1	5171 R2	Edmentum, Inc.	Yes	No	No	02/07/2025	3,140.00
		68570	77101	Check	1	12630	FACTORY MOTOR PARTS	Yes	No	No	02/07/2025	898.07
		68577	77102	Check	1	2524 R1	GRAINGER	Yes	No	No	02/07/2025	131.71
		68579	77103	Check	1	3282	Kennedy & Graven Chartered	Yes	No	No	02/07/2025	225.00
		68568	77104	Check	1	10141	KWIK TRIP	Yes	No	No	02/07/2025	8,658.25
		68581	77105	Check	1	5055	LEGACY TOUR & TRAVEL	Yes	No	No	02/07/2025	1,766.00
		68586	77106	Check	1	5801	Midwest Bus Parts, Inc.	Yes	No	No	02/07/2025	721.33
		68583	77107	Check	1	5388	Minnesota True Team Track and Field	Yes	No	No	02/07/2025	140.00
		68569	77108	Check	1	12540	MISSISSIPPI WELDERS SUPPLY COM	Yes	No	No	02/07/2025	199.43
		68578	77109	Check	1	3098 R1	Pan-O-Gold Baking Company	Yes	No	No	02/07/2025	1,150.40
		68572	77110	Check	1	17077	REGION V COMPUTER SERVICES	Yes	No	No	02/07/2025	3,184.75
		68575	77111	Check	1	2411	REINHART FOOD SERVICE	Yes	No	No	02/07/2025	19,216.13
		68585	77112	Check	1	5638	ROCKIE HILL BISON	Yes	No	No	02/07/2025	530.25
		68588	77113	Check	1	6506 R2	School Nutrition Association	Yes	No	No	02/07/2025	733.00
		68573	77114	Check	1	18397	SOUTHEAST SERVICE COOPERATIV	Yes	No	No	02/07/2025	1,700.00
		68589	77115	Check	1	7261	Steak Shop Catering Inc	Yes	No	No	02/07/2025	900.21
		68574	77116	Check	1	19210	TRI STATE BUSINESS MACHINES	Yes	No	No	02/07/2025	152.00
		68580	77117	Check	1	4448	VERIZON WIRELESS	Yes	No	No	02/07/2025	96.10
		68587	77118	Check	1	5835	Whitewater Gardens Farm	Yes	No	No	02/07/2025	55.92
		68576	77119	Check	1	25014	ZIEBELL'S HIAWATHA FOODS, INC.	Yes	No	No	02/07/2025	8,010.38
		68601	77120	Check	1	5631 R1	BSN Sports, LLC	Yes	No	No	02/10/2025	2,241.52
		68592	77121	Check	1	1451	Century High School	Yes	No	No	02/10/2025	75.00
		68607	77122	Check	1	7190	Chromebookparts.com	Yes	No	No	02/10/2025	598.90
		68606	77123	Check	1	7091	Dalco Enterprises	Yes	No	No	02/10/2025	2,348.75
		68605	77124	Check	1	6891	Harter's Trash & Recycling Inc	Yes	No	No	02/10/2025	1,559.24
		68597	77125	Check	1	3210	HBC	Yes	No	No	02/10/2025	1,714.73
		68599	77126	Check	1	3737	Hiawatha Valley Ed District	Yes	No	No	02/10/2025	32,834.65
		68590	77127	Check	1	07141	HIGH PLAINS COOPERATIVE	Yes	No	No	02/10/2025	6,480.07
		68602	77128	Check	1	5865 R1	Loffler Companies -- 131511	Yes	No	No	02/10/2025	216.11
		68604	77129	Check	1	5956	MEnergy Cooperative	Yes	No	No	02/10/2025	480.00
		68591	77130	Check	1	12495	MINNESOTA SCHOOL BOARDS ASSC	Yes	No	No	02/10/2025	210.00
		68598	77131	Check	1	3263	North Central Truck Equipment	Yes	No	No	02/10/2025	2,788.10
		68593	77132	Check	1	18397	SOUTHEAST SERVICE COOPERATIV	Yes	No	No	02/10/2025	25.00
		68603	77133	Check	1	5876	Teachers on Call	Yes	No	No	02/10/2025	6,908.08

Lewiston-Altura Public Schools
Board Bills for Approval February 2025

Check Number: 0-99999 Payment Date: 2.01.2025-2.28.2025 Period: 0-9999999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P258CK	001	68600	77134	Check	1	5318	The McDowell Agency, Inc.	Yes	No	No	02/10/2025	66.00
		68595	77135	Check	1	2508	Theis Printing	Yes	No	No	02/10/2025	1,375.00
		68594	77136	Check	1	19210	TRI STATE BUSINESS MACHINES	Yes	No	No	02/10/2025	403.77
		68596	77137	Check	1	2581	WINONA WELDING & SANDBLASTING	Yes	No	No	02/10/2025	440.00
P2515	001	68629	77138	Check	1	7128	Affinity Plus Credit Union	Yes	No	No	02/17/2025	25.00
		68626	77139	Check	1	6265	ALERUS RETIREMENT BENEFITS ATT	Yes	No	No	02/17/2025	150.00
		68625	77140	Check	1	5594	ALTRA FEDERAL CREDIT UNION	Yes	No	No	02/17/2025	25.00
		68627	77141	Check	1	6406	Ameritas Life Insurance Corp	Yes	No	No	02/17/2025	72.16
		68623	77142	Check	1	4951	Bremer Bank	Yes	No	No	02/17/2025	375.00
		68624	77143	Check	1	5100	DELTA DENTAL OF MINNESOTA	Yes	No	No	02/17/2025	1,204.90
		68618	77144	Check	1	11202	Education Minnesota - Lewiston-Altura	Yes	No	No	02/17/2025	2,022.44
		68628	77145	Check	1	6461	ISD 857 - Flex Plan Checking	Yes	No	No	02/17/2025	862.54
		68619	77146	Check	1	17090	MADISON NATIONAL LIFE	Yes	No	No	02/17/2025	438.73
		68621	77147	Check	1	4786	Merchants Bank	Yes	No	No	02/17/2025	450.00
		68622	77148	Check	1	4877	MINNESOTA Public Employees Insuranc	Yes	No	No	02/17/2025	12,393.54
		68630	77149	Check	1	7203	WCF - CARDINAL FOUNDATION	Yes	No	No	02/17/2025	100.00
		68620	77150	Check	1	3545	Winona National Bank	Yes	No	No	02/17/2025	130.00
P258CK	001	68637	77151	Check	1	7265	Agape Therapies and Educational Servic	Yes	No	No	02/18/2025	5,250.00
		68634	77152	Check	1	2707	City of Lewiston	Yes	No	No	02/18/2025	3,341.95
		68633	77153	Check	1	2440	Culligan Water Services	Yes	No	No	02/18/2025	52.69
		68635	77154	Check	1	2899	Meca Sportswear	Yes	No	No	02/18/2025	621.70
		68636	77155	Check	1	5801	Midwest Bus Parts, Inc.	Yes	No	No	02/18/2025	721.33
		68631	77156	Check	1	12540	MISSISSIPPI WELDERS SUPPLY COM	Yes	No	No	02/18/2025	317.26
		68638	77157	Check	1	7304	Region 1A ATTn: Mark Kuisle	Yes	No	No	02/18/2025	1,823.00
		68632	77158	Check	1	2247	RENAISSANCE LEARNING	Yes	No	No	02/18/2025	1,559.00
		68647	77159	Check	1	7306	Alwes, Ashleigh	Yes	No	No	02/20/2025	75.00
		68644	77160	Check	1	7089	Dashir Management Services, Inc	Yes	No	No	02/20/2025	16,063.24
		68648	77161	Check	1	7307	Korth, Megan	Yes	No	No	02/20/2025	75.00
		68645	77162	Check	1	7155	MIERAU MARIE	Yes	No	No	02/20/2025	148.74
		68642	77163	Check	1	4485	MINNTEX CITRUS INC	Yes	No	No	02/20/2025	69.54
		68639	77164	Check	1	12751	NASSP	Yes	No	No	02/20/2025	385.00
		68646	77165	Check	1	7156	RUPPRECHT MANDY	Yes	No	No	02/20/2025	117.92
		68643	77166	Check	1	5816	Sikkink, Kevin	Yes	No	No	02/20/2025	50.00
		68640	77167	Check	1	19210	TRI STATE BUSINESS MACHINES	Yes	No	No	02/20/2025	736.97
		68641	77168	Check	1	4448	VERIZON WIRELESS	Yes	No	No	02/20/2025	96.10
		68649	77169	Check	1	7309	Florida Fruit Sales Association Inc.	Yes	No	No	02/24/2025	2,268.00
		68650	77170	Check	1	2718	GREAT RIVER WATER TREATMENT	Yes	No	No	02/25/2025	500.00
		68652	77171	Check	1	5756	LEARNING A-Z	Yes	No	No	02/25/2025	329.25
		68653	77172	Check	1	5876	Teachers on Call	Yes	No	No	02/25/2025	4,726.56

Lewiston-Altura Public Schools
Board Bills for Approval February 2025

Check Number: 0-99999 Payment Date: 2.01.2025-2.28.2025 Period: 0-9999999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P258CK	001	68654	77173	Check	1	6512	Up-N-Running IT Partners	Yes	No	No	02/25/2025	3,263.00
		68651	77174	Check	1	3308	Viterbo University	Yes	No	No	02/25/2025	171.20
		68656	77175	Check	1	7230	PRIGGE, TIEGAN	Yes	No	No	02/25/2025	100.00
		68655	77176	Check	1	6830	Sommer, Owen	Yes	No	No	02/25/2025	100.00
		68666	77178	Check	1	7297	Koetter, Kaige	Yes	No	No	02/27/2025	450.00
P2516	001	68678	77179	Check	1	7128	Affinity Plus Credit Union	Yes	No	No	02/28/2025	25.00
		68675	77180	Check	1	6265	ALERUS RETIREMENT BENEFITS ATT	Yes	No	No	02/28/2025	150.00
		68674	77181	Check	1	5594	ALTRA FEDERAL CREDIT UNION	Yes	No	No	02/28/2025	15.00
		68676	77182	Check	1	6406	Ameritas Life Insurance Corp	Yes	No	No	02/28/2025	72.16
		68672	77183	Check	1	4951	Bremer Bank	Yes	No	No	02/28/2025	375.00
		68673	77184	Check	1	5100	DELTA DENTAL OF MINNESOTA	Yes	No	No	02/28/2025	1,204.90
		68667	77185	Check	1	11202	Education Minnesota - Lewiston-Altura	Yes	No	No	02/28/2025	2,022.44
		68677	77186	Check	1	6461	ISD 857 - Flex Plan Checking	Yes	No	No	02/28/2025	862.54
		68668	77187	Check	1	17090	MADISON NATIONAL LIFE	Yes	No	No	02/28/2025	438.73
		68670	77188	Check	1	4786	Merchants Bank	Yes	No	No	02/28/2025	450.00
		68671	77189	Check	1	4877	MINNESOTA Public Employees Insuranc	Yes	No	No	02/28/2025	13,849.70
		68679	77190	Check	1	7203	WCF - CARDINAL FOUNDATION	Yes	No	No	02/28/2025	100.00
		68669	77191	Check	1	3545	Winona National Bank	Yes	No	No	02/28/2025	130.00
P258CK	001	68696	77192	Check	1	7310	CUAQUEHUA, IGNACIO	Yes	No	No	02/28/2025	40.00
		68685	77193	Check	1	3174	Excel Images Inc.	Yes	No	No	02/28/2025	273.05
		68684	77194	Check	1	2120	FLINN SCIENTIFIC INC	Yes	No	No	02/28/2025	440.73
		68693	77195	Check	1	6357	Hansen, Erica	Yes	No	No	02/28/2025	300.00
		68688	77196	Check	1	4085	IEA, INC	Yes	No	No	02/28/2025	1,411.25
		68686	77197	Check	1	3282	Kennedy & Graven Chartered	Yes	No	No	02/28/2025	4,275.00
		68680	77198	Check	1	10141	KWIK TRIP	Yes	No	No	02/28/2025	17,153.50
		68691	77199	Check	1	5865	Loffler Companies -- 131511	Yes	No	No	02/28/2025	291.41
		68681	77200	Check	1	1463	LUTHER COLLEGE	Yes	No	No	02/28/2025	332.00
		68690	77201	Check	1	5801	Midwest Bus Parts, Inc.	Yes	No	No	02/28/2025	1,425.46
		68695	77202	Check	1	7241	MISSION FILTRATION	Yes	No	No	02/28/2025	6,250.87
		68687	77203	Check	1	3887	North Central International	Yes	No	No	02/28/2025	141.50
		68694	77204	Check	1	7230	PRIGGE, TIEGAN	Yes	No	No	02/28/2025	500.00
		68683	77205	Check	1	1930	PROJECT FINE	Yes	No	No	02/28/2025	412.50
		68689	77206	Check	1	4800	Region 1A	Yes	No	No	02/28/2025	200.00
		68682	77207	Check	1	17130	RISLOW SERVICE CENTER	Yes	No	No	02/28/2025	1,368.55
		68692	77208	Check	1	5876	Teachers on Call	Yes	No	No	02/28/2025	1,817.91
Bank Total: 001												\$311,182.62
Report Total:												\$311,182.62

Lewiston-Altura Public Schools

February 2025 Wire Payments

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
001	P508P	68608		Wire	1 5546		VISA		No	No	No	02/10/2025	3,025.15
001	MN508P	68609		Wire	1 3571		MINNESOTA ENERGY RESOURCES		No	No	No	02/10/2025	11,718.90
001	MN508P	68610		Wire	1 5956		MIEnergy Cooperative		No	No	No	02/10/2025	10,844.82
001	P2515	68611		Wire	1 1053		MINNESOTA ELECTRONIC FUNDS		No	No	No	02/14/2025	7,070.12
001	P2515	68612		Wire	1 1054		FEDERAL TAXES		No	No	No	02/14/2025	43,852.82
001	P2515	68613		Wire	1 18600		MINNESOTA TEACHERS RETIREMENT .		No	No	No	02/14/2025	26,787.92
001	P2515	68614		Wire	1 18610		Public Employers Retirement Association		No	No	No	02/14/2025	6,749.11
001	P2515	68615		Wire	1 4373		ING		No	No	No	02/14/2025	2,026.84
001	P2515	68616		Wire	1 6283		MinnWest Bank Group		No	No	No	02/14/2025	226.00
001	P2515	68617		Wire	1 6496		EDUCATORS BENEFIT CONSULTANTS		No	No	No	02/14/2025	7,467.47
001	P508AM	68657		Wire	1 3128	R1	Amazon Capital Services		No	No	No	02/25/2025	1,414.76
001	P2516	68658		Wire	1 1053		MINNESOTA ELECTRONIC FUNDS		No	No	No	02/28/2025	8,148.25
001	P2516	68659		Wire	1 1054		FEDERAL TAXES		No	No	No	02/28/2025	50,001.66
001	P2516	68660		Wire	1 18600		MINNESOTA TEACHERS RETIREMENT .		No	No	No	02/28/2025	29,036.57
001	P2516	68661		Wire	1 18610		Public Employers Retirement Association		No	No	No	02/28/2025	6,894.36
001	P2516	68662		Wire	1 4373		ING		No	No	No	02/28/2025	2,026.84
001	P2516	68663		Wire	1 6283		MinnWest Bank Group		No	No	No	02/28/2025	226.00
001	P2516	68664		Wire	1 6496		EDUCATORS BENEFIT CONSULTANTS		No	No	No	02/28/2025	7,467.47

Bank Total: \$224,985.06

Report Total: \$224,985.06

Lewiston-Altura Public Schools Multi Year Guide Obj Series

Sequence: Fd, O/S, Org, Pro, Crs, Fin

202308

202408

202508

Description	Budget 202308		Budget 202408		Budget 202508	
	23REV	Year to Date %	2REV	Year to Date %	25ADP	Year to Date %
01 General						
100 Salaries & Wages	5,121,079.56	2,691,608.55 53%	4,694,589.00	2,647,439.82 56%	4,833,891.00	2,592,846.89 54%
200 Employee Benefits	1,383,286.32	708,922.23 51%	1,344,727.00	695,173.09 52%	1,182,974.00	695,380.10 59%
300 Purchased Services	1,529,536.00	940,587.07 61%	1,846,828.00	1,104,934.76 60%	1,817,326.00	1,102,820.28 61%
400 Supplies & Materials	518,595.32	303,088.18 58%	520,672.00	340,666.39 65%	316,145.00	253,646.16 80%
500 Capital Expenditures	361,981.75	197,052.23 54%	410,776.00	260,490.86 63%	396,231.00	57,458.22 15%
700 Debt Service	0.00	0.00 0%	2,500.00	2,500.00 100%	2,500.00	2,800.00 112%
800 Other Expenditures	49,224.00	45,223.02 92%	54,476.00	33,707.18 62%	43,360.00	40,384.39 93%
01 General	8,963,702.95	4,886,481.28 55%	8,874,568.00	5,084,912.10 57%	8,592,427.00	4,745,336.04 55%
02 Food Service						
100 Salaries & Wages	191,695.00	115,508.01 60%	189,368.00	100,263.69 53%	215,881.00	118,826.00 55%
200 Employee Benefits	0.00	38,818.91 0%	69,801.00	33,168.92 48%	64,851.00	42,285.81 65%
300 Purchased Services	11,150.00	6,067.21 54%	11,700.00	3,664.93 31%	5,400.00	8,563.22 159%
400 Supplies & Materials	235,000.00	133,086.69 57%	323,309.00	154,254.47 48%	306,809.00	152,798.47 50%
500 Capital Expenditures	4,300.00	4,209.15 98%	15,000.00	8,486.06 57%	0.00	13,296.00 0%
800 Other Expenditures	3,000.00	2,100.00 70%	2,000.00	1,516.80 76%	2,000.00	2,150.95 108%
02 Food Service	445,145.00	299,789.97 67%	611,178.00	301,354.87 49%	594,941.00	337,920.45 57%
04 Community Education						
100 Salaries & Wages	328,035.92	178,940.73 55%	313,960.00	187,376.72 60%	329,395.00	145,444.23 44%
200 Employee Benefits	67,490.37	36,173.62 54%	66,136.00	42,263.84 64%	78,717.00	31,554.88 40%
300 Purchased Services	16,210.00	9,053.89 56%	11,850.00	2,263.43 19%	3,600.00	6,729.02 187%
400 Supplies & Materials	34,807.29	28,711.15 82%	38,878.00	24,122.90 62%	30,878.00	8,420.50 27%
04 Community Education	446,543.58	252,879.39 57%	430,824.00	256,026.89 59%	442,590.00	192,148.63 43%
06 Bldg Construction						
300 Purchased Services	0.00	0.00 0%	0.00	0.00 0%	0.00	4,440.00 0%
06 Bldg Construction	0.00	0.00 0%	0.00	0.00 0%	0.00	4,440.00 0%
07 Debt						
700 Debt Service	498,150.00	498,100.00 100%	507,425.00	506,950.00 100%	721,325.00	514,262.50 71%
07 Debt	498,150.00	498,100.00 100%	507,425.00	506,950.00 100%	721,325.00	514,262.50 71%
30 Student Activity						
300 Purchased Services	79,415.50	60,252.16 76%	72,400.00	59,036.34 82%	80,500.00	39,857.29 50%

Lewiston-Altura Public Schools Multi Year Guide Obj Series

Sequence: Fd, O/S, Org, Pro, Crs, Fin

Description	202308		202408		202508	
	Budget 23REV	Year to Date %	Budget 2REV	Year to Date %	Budget 25ADP	Year to Date %
30 Student Activity						
400 Supplies & Materials	48,842.13	27,643.98 57%	61,850.00	53,694.64 87%	69,850.00	11,571.12 17%
500 Capital Expenditures	15,000.00	1,239.75 8%	0.00	0.00 0%	0.00	0.00 0%
800 Other Expenditures	1,506.00	1,506.00 100%	500.00	370.95 74%	500.00	1,190.00 238%
30 Student Activity	144,763.63	90,641.89 63%	134,750.00	113,101.93 84%	150,850.00	52,618.41 35%
Report Totals:	10,498,305.16	6,027,892.53 57%	10,558,745.00	6,262,345.79 59%	10,502,133.00	5,846,726.03 56%

Adopted: _____

Policy 998
Orig. 2025

Revised: _____

906 MEMORIALS FOR DECEASED STAFF OR STUDENTS

I. PURPOSE

It is recognized that the loss of a member of the school community is deeply felt by students, staff and families. The purpose of this policy is to ensure that ISD 857 will support staff, students, and families impacted by death by assisting them with connections to appropriate school and community resources. Because it is recognized that memorial decisions made immediately in the aftermath of a crisis or death may be made without full consideration of the potential implications for students, staff and families, and the community, ISD 857 will provide a process for decision making.

II. DEFINITIONS

- A. Memorials:** Objects, activities, or donations to remember an event or deceased person(s).
- B. Building Crisis Team:** A designated group of staff members within each school building who plan and implement support specific to the crisis event.
- C. Crisis:** Any natural disaster or event that is perceived as extremely negative, generates feelings of helplessness, sadness, shock and/or entrapment, and may or may not occur suddenly, unexpectedly, and without warning.
- D. Impact:** The magnitude of the potential loss or seriousness of the crisis.
- E. District Support Team:** A designated group of staff members who develop and execute district-wide procedures specific to the crisis event.

III. GENERAL STATEMENT OF POLICY

- A.** Memorial activities expressed at school need to be coordinated and approved through the Building Crisis Team. The Building Crisis Team will assist families and students in selecting memorial activities that are appropriate and assist students in healthy bereavement.
- B.** In recognition that schools are primarily to support learning, school sites should not serve as the main venue for memorializing of students or staff. Schools should focus on maintaining the regular schedule, structure and routine. School counselors may offer support for students in need of grieving support that may impact individual students' school schedules.
- C.** Whenever possible, schools should communicate with the student's family and friends to coordinate memorialization with the family in the interest of identifying a meaningful, safe approach to acknowledging the loss. Make sure to be sensitive to the cultural needs of the deceased and family.

- D. School district facilities may be used for memorial services of funerals when an alternative community location is not practical and when it does not disrupt the normal operations of a school day or a school sponsored event. The superintendent, in consultation with the District Support Team, has the discretion to consider school-wide memorial activities when a crisis event has a significant impact on a majority of students, staff and community.
- E. Temporary school memorials where they do not disrupt normal operations of the school day, will be allowed by school administration, who will consult with the Director of Building and Grounds. The memorials may be displayed for up to one week or until the day after the funeral, whichever is sooner and will then be offered to the family. Selling of memorabilia on school grounds is prohibited. Allowable temporary memorials such as remembrance messages, banners and pictures should be displayed in an area accessible to all students but not in an area where all students will have to view the memorial. Viewing of the memorial needs to be optional. For example, a memorial area might be established in a corner in the library, vs on a student's locker in the hallway. Memorials that may spontaneously arise on lockers or desks may be transferred to a designated area. Memorial symbols displayed by individual students or staff on school grounds will be limited to one week after the death, or to the day after the funeral, whichever is sooner and will then be offered to the family.
- F. Schools should strive to treat all deaths in the same way. Having a different approach for death by suicide reinforces prejudice associated with suicide and may be deeply painful to the deceased's family and friends. However, memorials following suicide are particularly important to monitor. Schools can play an important role in channeling the energy and passion of the students (and greater community) in a positive direction, balancing the community's need to grieve with the impact that the proposed activity will likely have on students, particularly on those who might be vulnerable to suicide contagion.
- G. Permanent memorials for deceased students and staff will be limited to endowments, scholarships and books or items of educational significance. Scholarship and endowment memorials may be established one time, or in the name of a perpetual award, with a description of the purpose of of the endowment or scholarship. Existing memorials established prior to the implementation of this policy will not be affected.
- H. Other possible memorial activities include:
1. **Yearbooks:** A student or staff member who has died may be acknowledged the year the death occurred and may be acknowledged the year of the deceased student's graduation. Information shall be limited to the student's name, photo, dates of birth and death, and school activities in which the student participated in (or classes/activities the staff member taught or was involved with).
 2. **Commemorative Events:** A commemorative event may be established and held in the name of the deceased student or staff member. Activities cannot be held during the school day and should be sponsored by a class, club or activity in which the deceased student or staff member participated.
 3. **Graduation Recognition:** One symbol representing all deceased members of a graduating class, such as a plant or bouquet of flowers may be present on stage. A member of the student administration can also direct the audience in a moment of silence to collectively recognized deceased members of the graduating class.

4. **Moment of Silence Recognition:** A ‘moment of silence’ may be used following the death of a student or staff member to honor their memory. School-wide moments of silence should occur within 2 school days following notification of the death. Moments of silence are also approved for use at ISD #857 Board of Education meetings, co-curricular events in which the decease participated, and community-based events.

Cross References

Policy 706 Acceptance of Gifts
Policy 801 Equal Access to School Facilities
Policy 806 Crisis Management

Policy Adopted: _____
Lewiston – Altura School Board, ISD #857

Adopted: _____

MSBA/MASA Model Policy 506

Orig. 1995

March 9, 2020

Rev. 2024 (June)

Revised: _____

506 STUDENT DISCIPLINE

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

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-

based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under [Minnesota Statutes](#), sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 - 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section

626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
 - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
 - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
 - E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
 - F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
 - G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;

- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

[Note: The following Sections C. - J. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences.]

C. Procedures for Removal of a Student From a Class.

The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault

or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

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

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

E. Responsibility for and Custody of a Student Removed from Class.

A. Elementary Procedures for Removal of a Student From Class

1. If a teacher determines that a student's behavior necessitates removal from class, the teacher (or an adult designee) will walk the student to the Principal's Office.
2. Crisis team member will arrive and assist the situation using Crisis Prevention Intervention (CPI) protocol. This begins with de-escalation strategies and progresses towards possible physical removal from class using CPI trained holds.
3. If physical interventions are used, staff will fill out the Physical / Time Out Intervention Log to document the situation. This form is filled out by the staff member who is leading the restraint and is left with the principal.

B. Secondary Procedures for Removal from Class

1. Students removed from a class shall be directed by the teacher to report directly to the school office. If the student refuses to report to the office the principal shall be called to the classroom. Students removed from class shall be the responsibility of the principal or his/her designee.
2. After a student has been removed from class the teacher will meet with the principal or his/her designee as soon as possible about the situation.
3. Reinstatement to class will depend upon the severity and frequency of the inappropriate behavior. Reinstatement will normally include, but not be limited to, a conference involving the student, parents, principal, teacher, and/or other school personnel. The terms for reinstatement will be determined and must be completed before the student is allowed to return to class.
4. Teachers may decide to remove a student for the remaining part of one class period. The decision to remove a student for additional class periods will be made by the principal after conferring with the teacher.
5. Students will be provided with alternative learning assignments for removals of more than one class period.
6. Parents will be contacted by telephone or mail.
7. Students removed from class will be provided the opportunity to discuss their concerns with faculty members or the principal at a time and place suitable to the circumstances.
8. A student with an Individual Education Plan (IEP) will be provided the modifications and accommodations contained in his/her IEP.

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

1. Administration will determine if a student will be returned to class if a student demonstrates that s/he can appropriately and safely return to class.
2. Parents of students who have served in school or out of school suspension will be involved in a proactive readmission plan for improved behaviors. Phone conversations and/or parent/student meetings may be used to create these plans.

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

The teacher or an administrator may contact parents by phone and /or parent meeting when their child has been removed from class. Parents will be contacted when the need to remove a student from class is repetitive or for a significant code of conduct violation.

In the case of Out of School Suspension, a Notice of Suspension will be filled out and sent to parents. This will include a plan for readmission.

H. Students with a Disability; Special Provisions.

Procedures for removal from class will be consistent for all students unless specified by a student's IEP.

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

1. Students using chemicals while on school premises are subject to disciplinary measures stated in Section VI.
2. Teachers and other staff members are to report possible chemical use to the principal or counselor.
3. The principal and counselor will refer students to the school's Chemical Abuse Preassessment Team.

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

Appendix B outlines potential options for Non-Exclusionary Interventions.

XII. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from

class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. **Disciplinary Dismissals Prohibited**

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under [n](#)Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. **Suspension Procedures**

1. "Suspension" means an action by the school administration, under rules promulgated by the [s](#)School [b](#)Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator

shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program may designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendations provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)

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

MSBA/MASA Model Policy 501 (School Weapons)

MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

MSBA/MASA Model Policy 503 (Student Attendance)

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

MSBA/MASA Model Policy 507.5 (School Resource Officers)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

MSBA/MASA Model Policy 610 (Field Trips)

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

MSBA/MASA Model Policy 711 (Video Recording on School Buses)

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



Lewiston – Altura Public School District
100 County Road 25
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(507) 523-2191

Gwen Carman, Superintendent
Dave Riebel, PreKdg - Grade 5 Principal
Cory Hanson, Grade 6-12 Principal

Educating A Caring, Adaptable, Respectful, Determined, Successful Community of Learners

Governing Statute:

Subd. 4. Discipline complaint procedure.

The discipline policy must contain procedures for students, parents and other guardians, and school staff to file a complaint and seek corrective action when the requirements of sections 121A.40 to 121A.61, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. Each district and school policy implemented under this section must, at a minimum:

(1) provide procedures for communicating this policy including the ability for a parent to appeal a decision under section 121A.49 that contains explicit instructions for filing the complaint; provide an opportunity for involved parties to submit additional information related to the complaint;

(2) provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

(3) provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

(4) if the investigation finds the requirements of sections 121A.40 to 121A.61, Including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

(5) prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

Discipline Complaint Procedure (DCP)

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, or the implementation of the behavior and discipline policies are not being implemented appropriately or are being discriminately applied.

The process is initiated by submission of a complaint in writing to the Superintendent or the superintendent's designee. The complaint must be submitted in writing and dated by the person making the complaint.

A Discipline Complaint form is on the District website and available in administration offices. The process is initiated by filling in the form and submitting the form to the superintendent of school.

1. Upon receipt of the complaint, district representatives will investigate the complaint. The investigation will commence within three school days of receipt of the complaint. The Superintendent will direct the investigation. The District may use outside counsel as it sees fit. The superintendent may designate staff responsible for any aspect of the process.
2. Upon completion of the investigation, written determination will be provided to the complainant addressing each allegation. The determination will contain findings and conclusions, with appropriate application of the Minnesota Government Data Practices Act.
3. If the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, the Superintendent will require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future.
4. Reprisals or retaliation against any person who asserts, alleges, or reports a complaint is prohibited. District administration will apply appropriate consequences for a person who engages in reprisal or retaliation.

Lewiston-Altura Public School District #0857

Discipline Complaint Form

Date of Complaint: _____

Name of Person Completing Form: _____

Email Address _____ Cell Phone _____

Student Name _____ Grade _____

Applicable Governing Discipline Documents

- Pupil Fair Dismissal Act
- School District Discipline Policy

Describe your complaint(s) and/or allegation(s) regarding improper implementation of the Minnesota Pupil Fair Dismissal Act and/or the school discipline policy or how the procedures in these two documents are being discriminately applied.

List below any other information you would like the District to consider:

Signature _____ Date: _____

For Administrative Use (Notes):

Date Received: _____

Assignment of Investigator: _____

Date Investigation Complete: _____

Notice of Decision sent to Complainant: _____

Data Practices Act Compliance Conducted: _____

Corrective Action Required: _____

Corrective Action Taken: _____

Matter Closed: _____

Data Practices Act Compliance Conducted: _____

Lewiston-Altura Public School District #0857

Discipline Complaint Form

Date of Complaint: _____

Name of Person Completing Form: _____

Email Address _____ Cell Phone _____

Student Name _____ Grade _____

Applicable Governing Discipline Documents

- Pupil Fair Dismissal Act
- School District Discipline Policy

Describe your complaint(s) and/or allegation(s) regarding improper implementation of the Minnesota Pupil Fair Dismissal Act and/or the school discipline policy or how the procedures in these two documents are being discriminately applied.

List below any other information you would like the District to consider:

Signature _____ Date: _____

A GUIDE TO **NON-EXCLUSIONARY INTERVENTIONS** MESPA AND MASSP

Building a positive and safe school culture is essential for creating a supportive and engaging learning environment. Positive and equitable student interactions are crucial in fostering a respectful and inclusive educational environment. It is imperative to create a culturally responsive learning environment to ensure that every student, regardless of their background or identity, feels valued, has a sense of belonging, and has equal access to opportunities for success.

The following pages include some potential interventions, but the list is not exhaustive and may include, but is not limited to, the following.



Tier I

Creating the Best Daily Educational Experience



Tier I strategies are designed to be proactive and inclusive, aiming to meet the diverse needs of all students. These involve universal school-wide and classroom strategies to create a supportive learning environment for all students.

School-Wide Culture and Climate

- Positive Behavior Interventions and Supports
- Implement Culturally Responsive Practices
- Social Emotional Learning (SEL) Programming
- Inclusive Classroom Practices
- Trauma-Informed Practices/ACES
- Restorative Practices



- Responsive Classroom
- Strengths-Based Approaches
- Character Education Programs
- Anti-Bullying Initiatives
- Peaceful Bus Program
- School-Wide Family Engagement Activities

- Community Engagement
- Surveys: Courses, Teachers, School Community Feedback – Review Data
- Provide Active Supervision
- Establish Clear School Expectations
- Mentorship or Peer Support
- Buddy Classrooms
- Family/Teacher/Student Conferences
- Listen and involve students in decision-making (student council, advisory and affinity groups, etc.)
- Incorporate Kindness Initiatives that encourage acts of empathy and compassion
- Ensure that students feel physically and emotionally safe at school.
- Showcase Student Achievements: Display student work and accomplishments around the school to celebrate their achievements and boost their self-esteem.
- Community Service Activities
- School-wide Themes
- Handbook Review
- Organize events, clubs, or activities that encourage students to unite and build a sense of belonging and community within the school.

Classroom Culture and Climate

- Morning/Classroom Meetings
- Mindfulness and Relaxation Techniques
- Positive Student /Teacher Relationships
- Welcoming students with a smile and a friendly greeting at the door
- Intentional Relationship Building
- Establish clear classroom expectations
- Actively listen to students and affirm their feelings
- Positive Reinforcements
- Positive Office Referrals
- Positive Phone Calls Home
- Foster a Growth Mindset

Classroom Instructional Interventions

- Academic Screening
- Differentiate Instruction
- Re-teach in a varied manner
- Group projects
- Oral tests
- Peer Tutoring
- Vary directions
- Extended time for tasks
- Homework flexibility
- Daily Planner
- High-Interest materials
- Homework folder
- Assignment segmentation



- Rewritten material
- Different material
- Highlighted material

Classroom Behavioral Interventions

- Restate expectations
- Reteach expectations
- Ignore
- Individual behavior checklist
- Positive reinforcement
- Remove from problem
- Proximity
- Student Conference
- Seating change
- Verbal and nonverbal prompt/redirection
- Written or verbal apology
- Peer Conference
- Family Involvement

Tier II



Tier II interventions are targeted and may include small-group interventions, specialized instruction, and additional behavioral support to help students succeed in the general education setting.

Supports and Possible Interventions

- Address issues of bullying, discrimination, and harassment promptly and effectively.
- Counseling support
- Behavior Contracts
- Check-in/Check-out
- Peer Mediation/Conflict Managers
- Skill Building Workshops
- Belonging/Support Groups (friendship, self-esteem/self-confidence, positive affirmation, affinity (gender, race), divorce, new to the school, transition support etc.)
- Skills Groups (anger management, self-regulation, improving interpersonal skills, empathy building, goal setting)
- Classroom sensory area
- Family Involvement
- Intentional times of connection
- Structured break in buddy classroom
- Mentoring Programs where students are paired with caring adults
- Conflict Resolution Workshops
- Collaborative Problem Solving
- Data monitoring and analysis
- Accountability and Repair
- Academic Supports
- Assisted Study Hall
- Educational-Based Learning (ie learning impacts of vaping, bullying, etc)
- Schedule change
- Time out/quiet room
- Loss of privilege
- Administrator/student conference



Circles

- restorative
- community building
- conflict resolution
- peer mediation
- mindfulness and emotional regulation
- bully prevention
- decision-making
- appreciation
- academic support
- affinity
- family engagement
- re-entry, empathy, and compassion
- conflict-prevention
- celebrating diversity
- positive behavior reinforcement

Tier III

Individualized Support



Tier III interventions are the most intensive and involve highly individualized and specialized strategies, often provided one-on-one.

Supports and Possible Interventions

- Team Meeting
- Individual Counseling
- Mental Health Services
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Intensive Academic Support
- Crisis Intervention
- Family Involvement
- Saturday School
- Temporary Alternative Educational Setting in the building
- Community Service and Restitution
- Send K-3 student home for the remainder of the day (Not considered a suspension)
- Threat Assessment
- Detention



Exclusionary Consequences (Interventions)

- Out of School Suspension (Grades 4-12)
- Exclusion - removed from enrollment for rest of the school year
- Expulsion - removed from enrollment for 12 months



Adopted: _____

MSBA/MASA Model Policy 513

Orig. 1995

Revised: _____

Rev. 2024~~3~~

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Promotion

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

B. Retention

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

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness, the World's Best Workforce.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.

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

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

597 ~~KINDERGARTEN EARLY~~ ADMISSION POLICY

Children who become five years of age on / or before August 31st are eligible to enter kindergarten in September of the same year. Children who become six years of age on/or before August 31st are eligible to enter first grade. An official birth certificate is required as satisfactory proof of age. Lewiston-Altura Schools does not allow early admission to kindergarten or first grade.

Adopted: November 14, 2011

Review: January 25, 2025

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: _____

Rev. 2024~~2~~

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[NOTE: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the school district.]

A. Superintendent

1. Responsibilities before testing.

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

[NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
 - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
 - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
 - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
 - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
 - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
 - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
 - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.
- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
 - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
 - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
 - g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for

tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security (Pearson's Training Management System).
 - (2) Verify staff complete any and all test-specific training.
 - i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
 - d. Address invalidations and test or accountability codes.
3. Responsibilities after testing.
- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
 - b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

- 1. Responsibilities before testing.
 - a. Designate a school assessment coordinator and technology coordinator for the building.
 - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
 - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
 - g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
- 2. Responsibilities on testing day(s).
 - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- 3. Responsibilities after testing.
 - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

- 1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
 - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
 - g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test

administrators so they can become familiar with the script and prepare for test administration.

- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

[NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.
 - b. During test.
 - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - (2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[NOTE: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).
 - a. Before the test.
 - (1) Maintain security of materials.
 - (2) Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (4) Document and report and unusual circumstances to district or school assessment coordinator.
 - c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.
 - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

- A. Test Security Procedures will be adopted by school district administration.

[NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

- C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

VI. RETALIATION PROHIBITED

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.

[NOTE: The 2024 Minnesota legislature enacted this provision.]

Legal References: Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness~~the World's Best Workforce~~)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.~~0640-3501.0660~~55 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
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)
Minnesota PearsonAccess Next Resources and Forms:
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

BUS #	VIN #	YEAR	BODY	CHASSIS	PASS. DATE SER	TYPE	
#1	1BAKGCEHXMF369935	2021	BLUEBIRD	BLUEBIRD	71 10/14/19	C	57,991 gas
#2	1BAKGCPH5HF334223	2017	BLUEBIRD	BLUEBIRD	71 9/1/16	C	105,902 diesel
#3	1BAKGCKH06F235345	2006	BLUEBIRD	BLUEBIRD	71 9/6/05	C	127,682 diesel
#4	1BAKGCEH5KF356541	2019	BLUEBIRD	BLUEBIRD	69 7/26/18	C handi-cap	45,600 gas
#5	1BAKGCJH6SF807529	2025	BLUEBIRD	BLUEBIRD	71 4/3/24	C	14,235 gas
#6	1BAKGCPI1FF313012	2015	BLUEBIRD	BLUEBIRD	71 8/4/14	C	117,065 diesel
#7	1BAKGCEH5LF357836	2020	BLUEBIRD	BLUEBIRD	71 9/18/18	C	72,515 gas
#8	4DRBUAAP68B498795	2008	I.C.	I.C.	77 7/9/07	C	149,413 diesel
#9	1BAKGCPH0DF295101	2013	BLUEBIRD	BLUEBIRD	71 9/10/12	C	114,580 diesel
#10	1BAKGCPH5DF293991	2013	BLUEBIRD	BLUEBIRD	71 7/26/12	C	154,850 diesel
#11	1BAKGCPH6FF312793	2015	BLUEBIRD	BLUEBIRD	71 8/4/14	C	93,036 diesel
#12	1BAKGCPH6CF286935	2012	BLUEBIRD	BLUEBIRD	71 8/5/11	C	137,393 diesel
#13	1BAKGCJH7PF389568	2023	BLUEBIRD	BLUEBIRD	71 9/14/22	C	39,101 gas
#14	1BAKGCJH5RF800680	2024	BLUEBIRD	BLUEBIRD	71 6/1/23	C	17,993 gas
#17	1BAKGCEH9NF380202	2022	BLUEBIRD	BLUEBIRD	77 10/21/20	C	60,789 gas
Silver #1	2C4RDGGB6DR587900	2013	Dodge Grande Caravan		7 11/30/12	III	269,382
Gray #3	1GNEVGKW9PJ176137	2023	CHEV Traverse		7 1/3/23	III	15,002
TAN #4	1GNWGPFA3C1111937	2012	EXPRESS 250I CHEV.		8+1 11/1/11	III	183,927
Silver #5	1GNKRFED2GJ268346	2016	Chev Traverse		8 2/12/16	III	98,077
Silver #6	2C4RDGEG3KR768851	2019	Dodge Grande Caravan		7 7/11/22	III	84,989
White #2	1GN2GZFG9A1140452	2010	EXPRESS 3500 EXTD WB		10 4/6/10	III	191,001
PICKUP	1GCHK34U56E105074	2006	CHEV. 3500	CHEV.	1/12/12		124,687
Pick-up	1GC3KYCG1FZ109697	2015	CHEV. 3500	CHEV.	4/28/14		38,999
AS OF 4/3/24							
Red #3	1GNFG15R3Y1167498	2000	EXPRESS 150I CHEV.		8 12/19/05	10/18/2016	197,423 scrapped
Gold Van	2FMZA51411BB48141	2001	Ford Windstar		7 7/7/07	11/22/2017	157,966 scrapped
#4	1BAKGCKHX5F228093	2005	BLUEBIRD	BLUEBIRD	71 10/11/04	C	134,792 traded to NCT
#14	4UZABRDU1ACAN3501	2010	thomas	freightliner	71 7/28/10	10/25/2021	133,164 scrapped to Q. B. P.
Bus #5	4DRBUSKP38B643179	2008	I.C.	International	65+1 8/6/08	6/27/2023	114,566 sold at auction
Bus #16	4UZABRDU9ACAP0854	2010	Thomas	freightliner	71 8/5/09	6/27/2023	158,430 sold at auction
Red #2	1GN2GZFG3A1140057	2010	EXPRESS 3500 EXTD.		10 4/6/10	6/27/2023	173,711 sold at auction



Achievement and Integration Plan Form July 1, 2025 to June 30, 2028

Submissions are due by March 15, 2025.

District ISD# and Name: 0857-01 Lewiston-Altura____ Title of Person Submitting Report: Superintendent_
 District Integration Status: Partnering District____ Phone: 507-522-3401_____
 Superintendent Name: Gwen Carman____ Email:gcarman@lewalt.k12.mn.us_____
 Superintendent Phone Number:507-522-3401_____
 Superintendent Email: gcarman@lewalt.k12.mn.us__

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your [district has a racially identifiable school](#), please list each of those schools below. Add additional lines as needed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. ***Provide the name of your integration collaborative if you have one:***

1. Winona Area Public Schools

Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Brad Berzinski	WAPS Superintendent	Brad.berzinski@winona.k12.mn.us 507-494-0861
Cory Hanson	Lewiston – Altura HS Principal	chanson@lewalt.k12.mn.us 507-522-3232
Gwen Carman	Lewiston – Altura Superintendent	gcarman@lewalt.k12.mn.us 507-522-3401
Dave Riebel	Lewiston – Altura Elementary Principal	driebel@lewalt.k12.mn.us 507-522-3213

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval ([Minn. Stat. § 124D.861, subd. 4](#)). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain **three types of goals**, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Enter SMART Goal #3: At least 20 Lewiston – Altura High School students with various racial identities will strengthen their leadership skills by participating in the 2026 Civic Engagement and Leadership Conference sponsored by Winona State University in 2026.

Choose a WBWF/CACR goal area:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Enter Strategy Name and #1 : Hire a Student Success Liaison _____

Choose the type of Strategy:

- Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the **Integrated Learning Environments** section below.

Lewiston – Altura Schools will further develop strategies to identify strong candidates/hires who are nonwhite and/or bi-lingual for teaching and nonlicensed positions.

Enter Strategy Name and #3 : Develop and strengthen student leadership skills.

Choose the type of Strategy:

Option 1: Innovative and integrated pre-K-12 learning environments. ** If you choose this, complete the **Integrated Learning Environments** section below.*

Option 3 Increase cultural fluency, competency and interaction.

Option 2: Family engagement initiatives to increase student achievement.

Option 3: Professional development opportunities focused on academic achievement of all students.

Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Option 6: Equitable access to effective and more diverse teachers.

Narrative description of this strategy. Lewiston – Altura students with diverse ethnic backgrounds will attend the 2026 Civic and Leadership Conference at Winona State University. They will do this with a similar group of students from WAPS. Follow up activities to reinforce key concepts and skills will be jointly done. In addition, the groups will tour designated area manufacturing job sites to learn more about potential career opportunities.

Enter location of services: Lewiston – Altura Public Schools, Winona Area Public Schools, Winona State University, tours/visits with WAPS student to manufacturing job sites.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment

the goals of our plans. We will coordinate joint activities as much as possible. The Student Success Liaison will provide leadership in this work, in conjunction with WAPS student support personnel.



FY 2026 Achievement and Integration Budget

Direct Student Service Costs

District Name: Lewiston - Altura Public Schools

District Number: 0857

80% Direct Services to Students
 List proposed FIN 313 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies in a district's MDE-approved A&I plan that provide direct services to students. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required			Budgeted Amount	Actual Amt	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	Goal #	Strategy # and Name
	ORG	PROG	FIN					
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					Resubmit this budget with actual FY26 expenditures by 12/1/26.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement the strategy. Do not copy the strategy description from your plan.		
Student Success Liaison (SSL)	01	219	313 186	\$31,200.00		8 hours x \$19.50/hour x 200 days	1	#1 Hire SSL
SSL FICA	01	219	313 210	\$2,386.80		7.65%	1	#1 Hire SSL
ssl PERA	01	219	313 214	\$2,340.00		7.50%	1	#1 Hire SSL
SSL Cell phone	01	219	313 320	\$600.00		\$50/month	1	#1 Hire SSL
Transportation	01	219	313 366	\$2,000.00		Mileage reimbursement, bus driver for events	1,3	#1 Hire SSL #3 Leadership
Advertising	01	219	313 320	\$1,000.00		Advertising for diverse staff	2	#2 Recruitment Div staff
Meals, Food for students	01	219	313 490	\$500.00			1,3	#1 Hire SSL #3 Leadership
			313					
			313					
			313					
			313					
			313					
			313					
			313					
FIN 313 TOTAL				\$40,026.80				
				\$0.00				

Insert lines above the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2026 Achievement and Integration Budget

Administrative/Indirect Costs

District Number: 0857

District Name: Lewiston - Altura Public Schools

10% Admin/Indirect Costs		List proposed Administrative/Indirect FIN 313 expenditures below. No more than 10% of this budget's total revenue may be proposed or used for administrative or indirect costs. Read the A&I Budget				Budget Narrative - Which strategy in your A&I plan does each line item support and	
UFARS Title	UFARS Code Required	Actual Amount	Budgeted Amount	Actual Amount	Goal #	Strategy # and Name	
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG		List the total amount budgeted for this line item.	Resubmit form with actual FY26 expenditures by 12/1/26.			
Supplies	01	219	313	401	1,3	#1 Hire Std Succ Liaison #3 Devel std Leadership	
Other Salaries	01	110	313	186	1,2,3	#1 Hire Std Succ Liaison #2 Exp Recruitment #3 Devel std Leadership	
FIN 313 Total			\$1,524.89	\$0.00			

Add lines above the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Admin/Indirect section of the Improvement Planning tab.

Comments:

Lewiston Altura #0857

5 Year Plan FY25

	2023	2024	2025	2026	2027	2028	2029
Unassigned Fund Balance Goal %	10%	10%	10%	10%	10%	10%	10%
Pupil Unit Value	\$6,863	\$7,138	\$7,281	\$7,481	\$7,631	\$7,783	\$7,939
Pupil Unit Value % Change		4%	2%	2.74%	2%	2%	2%
REVENUES							
State	\$6,605,145	\$7,000,705	\$6,769,372	\$7,012,294	\$6,968,028	\$6,778,034	\$6,753,623
Property Taxes	\$1,021,279	\$1,021,487	\$1,132,465	\$1,155,114	\$1,178,217	\$1,201,781	\$1,225,817
Federal	\$690,330	\$497,759	\$312,541	\$318,792	\$325,168	\$331,671	\$338,304
Other Local	\$313,720	\$378,981	\$347,174	\$354,117	\$361,200	\$368,424	\$375,792
Total Revenue	8,630,474	8,898,932	8,561,552	8,840,318	8,832,612	8,679,910	8,693,536
% Revenue Change	-25.32%	3.11%	-3.79%	3.26%	-0.09%	-1.73%	0.16%
EXPENDITURES							
Less \$550,000 for cuts in FY25							
Salaries & Wages	\$4,988,043	\$4,905,899	\$4,950,450	\$5,098,964	\$5,251,932	\$5,409,490	\$5,571,775
Benefits	\$1,334,937	\$1,302,031	\$1,285,626	\$1,324,195	\$1,363,921	\$1,404,838	\$1,446,983
Purchased Services	\$1,692,565	\$1,851,030	\$1,703,647	\$1,754,756	\$1,807,399	\$1,861,621	\$1,917,470
Supplies/Materials	\$474,908	\$447,202	\$361,503	\$372,348	\$383,519	\$395,024	\$406,875
Capital Expenses	\$376,676	\$368,223	\$198,334	\$204,284	\$210,413	\$216,725	\$223,227
Other	\$82,873	\$63,915	\$65,832	\$67,807	\$69,841	\$71,936	\$74,094
Total Expenditures	\$8,950,001	\$8,938,300	\$8,565,392	\$8,822,354	\$9,087,024	\$9,359,635	\$9,640,424
% Expenditure Change	-24.20%	-0.13%	-4.17%	3.00%	3.00%	3.00%	3.00%
	-\$319,527	\$39,369	-\$3,840	\$17,964	-\$254,413	-\$679,725	-\$946,888
	2023	2024	2025	2026	2027	2028	2029
Actual Students			585	563	545	520	518
	2023	2024	2025	2026	2027	2028	2029
Begin Fund Equity	\$1,627,771	\$1,308,244	\$1,268,875	\$1,265,035	\$1,282,999	\$1,028,587	\$348,862
Spending Variance	-\$319,527	-\$39,369	-\$3,840	\$17,964	-\$254,413	-\$679,725	-\$946,888
Non Spendable	\$35,583	\$45,715	\$45,715	\$45,715	\$45,715	\$45,715	\$45,715
Student Activities	\$167,360	\$136,959	\$136,959	\$136,959	\$136,959	\$136,959	\$136,959
Scholarships	\$88,588	\$91,753	\$91,753	\$91,753	\$91,753	\$91,753	\$91,753
Staff Development	\$181,724	\$0	\$0	\$0	\$0	\$0	\$0
Operating Capital	\$91,299	\$141,227	\$141,227	\$141,227	\$141,227	\$141,227	\$141,227
Safe Schools	\$33,098	\$0	\$0	\$0	\$0	\$0	\$0
LTFM	\$363,384	\$333,417	\$522,874	\$522,874	\$522,874	\$522,874	\$522,874
MA	\$58,872	\$51,979	\$51,979	\$51,979	\$51,979	\$51,979	\$51,979
Gifted & Talented	\$1,030	\$0	\$0	\$0	\$0	\$0	\$0
Basic Skills	\$11,004	\$89,956	\$89,956	\$89,956	\$89,956	\$89,956	\$89,956
Unassigned Fund Balance	\$276,302	\$377,869	\$184,572	\$202,536	-\$51,876	-\$731,601	-\$1,678,489
Fund Balance	\$1,308,244	\$1,268,875	\$1,265,035	\$1,282,999	\$1,028,587	\$348,862	-\$598,026
Fund Balance (Check)	\$1,308,244	\$1,268,875	\$1,265,035	\$1,282,999	\$1,028,587	\$348,862	-\$598,026
S.O.D. Reserve Amount	-\$223,750	-\$223,458	-\$214,135	-\$220,559	-\$227,176	-\$233,991	-\$241,011
Fund Balance %	14.62%	14.20%	14.77%	14.54%	11.32%	3.73%	-6.20%
-2.5% or less is S.O.D.	OK	OK	OK	OK	OK	S.O.D.	S.O.D.
Goal Reserve Amount	\$895,000	\$893,830	\$856,539	\$882,235	\$908,702	\$935,964	\$964,042
Goal Achieved	YES	YES	YES	YES	YES	NO	NO
Plan Change Needed	\$0	\$0	\$0	\$0	\$0	-\$587,102	-\$1,562,068

Expenditures used for							
Unassigned Fund Balance Calc	\$8,950,001	\$8,938,300	\$8,565,392	\$8,822,354	\$9,087,024	\$9,359,635	\$9,640,424

Report to the School Board

March 10, 2025

By Elementary School Principal Dave Riebel

Strategic Priority 1: Student Success

- Math Wizards

Congratulations to the 5th grade Math Wizards team. At the final competition of the year, teams from both the north and south divisions met for a joint competition. Our L-A fifth graders placed second out of 20 teams. Congratulations go out to Julia Nelson, Lenni Olson, Laila Pasche, Destinee Mendoza, Carson Franzen and Mallory Lande. Way to go Cards!



- LA CARES assembly

Our monthly gathering for our LA CARES positive attributes took place at our all school assembly on Friday, February 28. The assembly featured a short 5th grade presentation and acknowledged the students per grade that highlighted R for Responsibility.

- Read Across America Week



A week of fun was had by students and staff while celebrating Read Across America week. The themes for dress up days included many spots Monday, true blue Tuesday, thick and thin strips Thursday and flannel Friday. Classroom games and connections were made throughout the week. A big Thank You goes out to the many classroom volunteer readers who came to share their love of reading!



- Kindergarten Registration Night

We are excited to invite prospective kindergarteners and their parents to go on safari at our Kindergarten Registration Night on March 11.

Strategic Priority 2: Effective Staffing

- February 18 Professional Development Day

Certified staff continued with Module #8 of our Online Language and Literacy Academy Read Act training. Grade level representatives also participated in language arts curriculum review discussions.

- Spring Early Childhood Family Education classes begin

Our Early Childhood department welcomes Lynn Hagmann as our Early Childhood Family Education teacher. We are happy to have our spring ECFE classes begin this past Thursday evening. We have Tuesday morning classes and Thursday evening classes for families to join.

Strategic Priority 3: Finance

No report this month.

Strategic Priority 4: Facilities

No report this month

Strategic Priority 5: Community Engagement

- Preschool screening completed

The final preschool screening of the year took place on Wednesday, February 12. Thank you to the early childhood staff for completing this valuable process to inform both families and staff of the development levels of the community preschoolers.

- Fools Five assembly and fundraising

Our Elementary students and staff are again involved in the community Fools Five fundraising for cancer research. The biggest fool in Lewiston, Mr. Schmaltz will be dressing up as Dr. Suess's the Lorax if fundraising goals are met. Additional excitement is generated from Ms. Mehling with a Locks for Love hair donation for levels of fundraising.

- Sign up continues for spring and summer activities. Our Elementary newsletter contains registration information.
- Elementary Carnival – Friday, March 14 5-7pm., L-A Elementary



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100 County Road 25
Lewiston, MN 55952
(507) 523-2191

Gwen Carman, Superintendent
Dave Riebel, PreK-5 Elementary Principal
Cory Hanson, 6-12 High School Principal

Priority 1: Student Success

- Congratulations to our Cardinals of the Month for March - Brooklyn Franzen, Kate Schloegel, and Autumn Fabian
- Congratulations on Zach Plank and Carter Cady for making it to the state wrestling tournament. Zach won 2 of 4 matches. Carter did not make it out of the first round.
- Congratulations to the Knowledge Bowl team of Trevor Howe, Colin Lande, Isaiah Menk, Gage Brommerich on taking 9th place at sections.

Priority 2: Effective Staffing

- We are searching for after school activities para support for golf.
- February 18 offered an opportunity for staff to dig deeper into standards based grading. At this time over 2/3 of high school teachers are using the grading system in one class or more.

Priority 3: Finance

- Thank you to the Mark Morris Foundation for supporting our Courage and Respect retreats on March 4. It was a great day for grades 7 and 9. Special thanks to the sophomore, junior, and senior leaders that helped support the retreats.
- Thank you to all that supported the Activities department strawberry fundraiser, especially working with us on the early delivery. The fundraiser raised almost \$1000.

Priority 4: Facilities

- The new PA system has been installed in the B-Gym. We are working all the kinks out as we are ending the season and nearing two play performances.

Priority 5: Community Engagement

- We will be reaching out to local schools regarding participation in the spring fling dance in March, track and field day in May, and junior high play performance in April.
- Spring sports will be starting over the next two weeks.
- We had 30 students attending STEM in the Real world day at Winona State on March 7.

Upcoming Events:

March 7 – Fish fry for prom at the Lewiston American Legion

March 11 – High School Conferences

March 20 – CTE Business Meeting

March 28 – Last day of quarter 3

March 31 – No School, Staff Development Day

April 1- Start of fourth quarter

Winona State University

First-Year Admissions

To complete your application, you'll just need to send official high school transcripts and pay the application fee. No ACT or SAT scores required!

Guaranteed Admission

If you're a student with a **cumulative high school GPA of 3.0 or higher** on a 4.0 scale, you'll be **guaranteed admission** to Winona State University as long as you complete the required high school courses before the end of your senior year.

Keep in mind that Rochester is a degree-completion campus, so you need at least 60 credits to enter these programs.

If you don't meet this requirement—don't worry.

We still encourage you to apply.

An admissions counselor will review your application to determine your potential for success at WSU.

We may request additional information before making an admissions decision.

High School Course Preparation

To be admitted to WSU, we look for the following high school course completions on your transcript(s):

- 4 years of English
- 3 years of mathematics
- 3 years of science (1 year biological science and 1 year chemistry or physics—all should include labs)
- 3 years of social studies (including 1 year U.S. history)
- 1 year of specified electives (e.g. world cultures, computer science, arts, music)

It is optional to take 2 years of a world language (American Sign Language included).

How to Apply

Apply Online Pay the Application Fee Send Your Transcripts

The [online application for Winona State University](#) is open and ready for you to apply. Get a head start now for Fall 2025!

Be sure to use your personal email—not your school email—when applying.

You can pause and save your progress if you'd like to come back later. But it often takes just 15 minutes or less!

Your application **won't be processed** until your **transcript and fee payment are received**.

If you need to change any information after you've submitted your application, contact us at WSUfirstyear@winona.edu.

ACT & SAT Scores

Winona State doesn't require ACT or SAT scores for admission.

However, you're encouraged to send scores if you've taken either test.

These test scores help determine your placement in English, math, and foreign language courses and may help you qualify for certain scholarships.

Saint Mary's University of Minnesota

If you're applying for admission to Saint Mary's University of Minnesota, you are no longer required to submit your ACT or SAT test scores as part of your application. Saint Mary's University has adopted a test optional admission policy beginning fall 2020. This means you choose whether or not you want to include your scores.

Will I be at a disadvantage if I decide not to submit —
standardized test scores?

No. There will be no negative impact on applications without test scores, and applicants will still be considered for our undergraduate scholarships and financial aid.

Who is required to submit test scores? —

- Students interested in being considered for the 3+2 Physician Assistant Program. [View requirements.](#)
- Students who have been homeschooled or attended non-grade-based schools will need to submit ACT, SAT, or CLT.
- International students who need to demonstrate proficiency in the English language will need to submit ACT, SAT, TOEFL, IELTS, DET, or PTE Academics.

MN College Southeast

New Students

If you have never attended college before, we can establish course placement based on the following:

- ACT, SAT scores taken within the past 5 years. Many students take ACT exams in the 10th and 11th grade. Send scores to enrollmentservices@southeastmn.edu.
- Minnesota Comprehensive Assessments (MCA) scores in reading and math taken within the last 5 years. Send scores to enrollmentservices@southeastmn.edu.
- High School Grade Point Average (GPA) if you graduated in the past 10 years. Your GPA is supplied when you apply for admission.
- Next-Generation Accuplacer Placement Testing. Learn more about the [scheduling the Accuplacer test](#).
- Self-directed placement. If you are unable to provide records as listed above or take the Accuplacer, you can establish course placement through the Self-directed Placement process. Please see your advisor to assist with Self-directed Placement.

University of Minnesota

Freshman Admission

Freshman applicants through the fall 2027 term are not required to submit an ACT or SAT test score. This policy change was expanded to ensure every student has the opportunity to submit a complete application.

Whether or not you choose to have your ACT/SAT score considered as part of your application, your application will:

- Receive full consideration for admission, scholarships, and our University Honors Program.
- Be read in its entirety during our individual review process.

On your application, you will indicate whether you would like an ACT/SAT score considered in the review of your application. Once you submit your application, your decision is final and cannot be amended, with the exception for test access or cancellation circumstances. *An applicant who originally indicated the intent to submit a test score, but can no longer take the exam and therefore can not complete their application, can request to change their original answer to this question by completing an [amendment form](#).*

All applications—those with and without test scores—will be read in their entirety and reviewed for admission, scholarships, and Honors using academic and context factors (see full list of [holistic review factors](#)). The academic factors (like grades, class rank, GPA, course rigor, and test score, if provided) focus on your academic preparedness for University of Minnesota programs. The context factors include characteristics like outstanding achievement or aptitude in a particular area, commitment to community service or family responsibilities; these factors demonstrate your potential contributions to our community of scholars.

Some applicants may feel that an SAT or ACT score does not fully reflect their academic preparedness or potential. If a student does not provide an ACT/SAT score, we will review their application using the rest of our academic and context factors.

For many applicants, an ACT/SAT score can reflect their preparation for college. We encourage any applicant who has taken the SAT or ACT to share their scores with us if the student believes that they are reflective of your ability and potential. If a student does provide an ACT/SAT score as part of their application, it will be reviewed as an academic factor. Please note that your choice about test consideration is not reversible.

RCTC

General Admission Requirements

All those who have earned a high school diploma or GED will be admitted to Rochester Community and Technical College. Applicants who do not meet this criterion may still be admissible.

Lack of English skills should not be a barrier to admission or participation. In order to eliminate barriers, we take appropriate measures individually assess each student's ability to participate. Based on the assessment, students are then provided with campus services or a referral to community services to be better prepared for successful participation.

New Student Course Placement

Congratulations on your acceptance to RCTC! If you have been admitted for **Spring 2025**, you need to take the next steps to prepare for your course registration. Students need to be evaluated for course placement **prior** to registering for classes. **Registration for new fall students will begin in November 2024.**

Students can have their test scores and high school GPA considered for college placement, what we call "Multiple Measures for Course Placement." These items can be **mailed OR emailed** to onestop@rctc.edu.

- **Send test scores:**
 - Students can verify test scores (ACT, SAT, MCA, or ALEKS) pulled out of their portal (unofficial test scores) with a College Transitions Advisor or high school Counselor and send to RCTC. Official ACT or SAT copies are also accepted when a student requests them from ACT or College Board. **ACT, SAT, and MCA test scores are valid for 5 years. ALEKS test scores are valid for 2 years.**
- **Report your unweighted GPA:**
 - Send a high school transcript to RCTC for placement. **High school GPA is valid for 10 years.**



Independent School Dist. No. 857
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Gwen Carman, Superintendent
Cory Hanson, High School Principal • Dave Riebel, PK - Elementary Principal

Building A Caring, Adaptable, Respectful, Determined, Successful Community of Learners

Belief Statements (internal operations- beliefs to drive decisions):

- **LIFELONG LEARNERS:** We believe in the value of education for all ages.
- **ACCOUNTABILITY:** We believe we are accountable for our actions and outcomes.
- **COMMUNITY CENTERED:** We believe our schools are the central hub of our community and essential for building strong communities.
- **ADAPTABLE:** We believe in being responsive to an ever-changing world.
- **RESPECTFUL:** We believe in everyone’s right to safety, respect, and dignity in our schools.
- **DIVERSE:** We believe in fostering the value of each other’s individual differences, perspectives, and life experiences.
- **STUDENT FOCUSED:** We believe that we are all responsible for the success of students.

Goals

1. **STUDENT SUCCESS:** Provide all students with the education they need for success: academically, emotionally, and socially.
2. **EFFECTIVE STAFFING:** Hire, maintain, train and support staff to be as effective as possible.
3. **FINANCE:** Be financially healthy and sustainable.
4. **FACILITIES:** Have facilities that are safe, modern and conducive to 21st century education.
5. **COMMUNITY ENGAGEMENT:** Engage with parents, community members and business owners.

Superintendent’s Report to the School Board

Respectfully Submitted by Gwen Carman

March 10, 2025

Meeting Agenda Items Notes

Food Service Updates Food Service Director Vickie Speltz will provide updates on our programs, the schools she is consulting with and what we know/do now know about funding. In addition, she has been asked and would like to pursue leadership positions with the MN School Nutrition Board. This requires support from the school board. It is a 3-year commitment. She will explain this and how it would impact her work in districts. I recommend we support this endeavor as I believe it is important that school administrators do what we can to help support and strengthen all MN school districts and programs.

Purchases of Replacement Buses and Vans The attachment shows the current status of our bus and van inventory. Transportation Director Kevin Ziebell met with the Finance Committee on March 4th. It is the recommendation of the Finance Committee that the FY25 budget be revised to include a purchase of a new bus and new van (approximately \$175,000 total) and that we plan for additional bus and van purchases in the FY26 budget.

Achievement and Integration Plan The Achievement and Integration Program is a state funded program that has been state funded since 2013. The purpose of the program is to pursue racial and economic integration, increase student achievement and reduce academic disparities based on diverse racial or economic backgrounds. Winona Area Public Schools was identified as a “Racially Isolated District” for the purposes of this program. In order for them to participate in the A& I Program, they need an adjoining district to partner with them. WAPS Superintendent Brad Berzinski asked

me to have L-A work with them. Essentially, by doing this, our district is eligible for approximately \$41,000/year to address these important goals. The Plan that I would submit to MDE would primarily have us using the funds to hire a bilingual Student Success Liaison to work with our students, parents and school staff to support the transition and education of our students through facilitation of communications with students, their parents and school staff to problem solve and reduce barriers. In addition, there would be a joint activity with our students and WAPS' students to help develop leadership skills.

Note that this program is state funded. If there are any changes that impact this funding, we would need to adjust accordingly.

Budget We will discuss an updated 5 Year Budget Projection that Julie has done for us (attached). Declining enrollment continues to have significant annual budget implications for us – even with the increased operating levy, which of course we are incredibly appreciative of. In addition, MN's Office of Management and Budget projections are extremely concerning for public school funding. Here is a summary prepared by Superintendent Selfors from Stewartville. She also commented, "As is the case for each of us, staying current and informed with all of the changes and potential impacts has been a challenge. All of us are doing our level best to have the most up-to-date data that is available to have an accurate view of what our financial futures will entail."

Bottom Line Summary

- Short-term surplus shrinking from November forecast from \$616M to \$456M
- Long-term deficit growing from November forecast from \$5.1B to \$6.0B.
- Both the short-term surplus and long-term deficit are going in the wrong direction
- Most simplified explanation of these trends is inflation, which is causing spending to outpace revenues
- Legislators are advising school districts to find areas that can be reduced or eliminated as additional funding is likely not going to be forthcoming
- MN budget forecast does not include potential loss of federal funding. If the state loses any federal funding, the legislators would need to come back into session to rebalance the budget again - which would be reflective of decreases in spending and the loss of revenue

Data Impacting School Districts

- **Unemployment Reimbursement Aid**
 - \$135M one-time aid was allocated for use through FY27
 - In FY23, \$40M expended
 - In FY24, \$56M expended
 - For FY25, only \$39M left
 - There is not enough \$ to continue to provide reimbursement aid through FY27, which means districts will have to absorb these costs from their General Fund
 - SF2188 is being proposed to add an additional one-time allocation of \$105M, which would not provide long-term funding for these costs
- **Paid Family Medical Leave**
 - This is the leave that allows employees to take up to 20 weeks of leave
 - The original cost was supposed to be an employment tax of 0.70%, which could be split between the employer and the employee
 - The tax rate has now increased to 0.88% because 0.70% has been determined to be insufficient to cover the costs of this benefit
 - At 0.88%, the total costs to MN school districts and employees would be \$74.8M, with the district costs being at least \$37.4M - all of which would be unfunded.

OTHER ITEMS

Literacy Aid MOU Negotiations with EdMN/L-A I received a response from EdMN with relatively minor changes to our last proposal. I will confirm support from our Board representatives, and then they will take it to their membership for approval.

Menstrual Products Update In 2023, the MN Legislature passed bills providing 4th – 12th graders in public schools with funding (\$800/year) to provide free period products for students in school bathrooms. We received a survey recently asking for an update on how our district was responding to this. I asked School Nurse Michelle MacPherson to complete the survey and provide an update. She reports that last year we ordered one new free dispenser each for the high school and elementary buildings. The elementary one was placed in the girls bathroom closest to the cafeteria. There is an old coin dispenser in the girls locker room that she put a sign on directing them to free supplies in the bathroom nearest cafeteria or my office. Desirae is responsible for refilling.

The new free dispenser at the High School was placed in the girls bathroom closest to the C gym, as that bathroom did not have a dispenser. We then again placed signs in the other 3 bathrooms stating there is free product in the girls' bathroom nearest C gym and my office. Shannon is responsible for refilling. I believe sometimes she will sell out of products in the other girls bathrooms since we only have the one free dispenser.

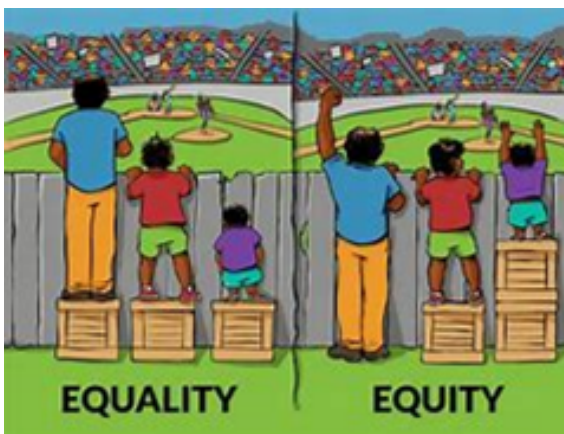
We do not supply products in the boys bathrooms. We provide tampons and pads. They are the economic ones, so some students don't "like" them, but they at least have the option of using them if needed.

College/Career Readiness – Local Business Partnering We are planning to meet with interested business owners on Thursday, March 20th at 3:15pm. David B. has said he is planning to attend, let me know if any others are. I am excited about strategies we have identified to strengthen these relationships and increase ways for students to learn more about local and future employment opportunities.

Construction Projects Updates I will update you at the meeting regarding March scheduled meetings with staff user groups to discuss design details.

Cardinal Foundation I attended their meeting on March 3rd. I continue to be so appreciative of their commitment to our students and school district. They have funded over \$20,000 in grants. They are having a Fish Fry April 18th and their 2nd Annual Golf tournament on August 16th.

Community Outreach/Student Recruitment Thank you to Dr. Hanson for his efforts in reaching out even more to St. John's, Silo and Rollingstone Schools to exchange information and encourage (directly or indirectly) enrollment in our district. We posted on Facebook regarding Kindergarten Registration on March 11th, trying to assure more families (in addition to our know mailing lists) received the information. I am speaking with the Winona Post on Monday regarding updates as well. InGensa staff and I are working on a March/quarterly e-newsletter update that will be shared with staff and families.



Equity is important in all our decision making.

Dashir Management Services, Inc.

www.dashirmanagement.com

Lewiston Altura School District

Custodial / Maintenance Report

March 2025

Personnel Information

- We are currently fully staffed.

Training Conducted

- Staff completed OSHA required safety training on asbestos awareness.
- Shannon Hanson has obtained her class 2C boiler license through the Minnesota Department of Labor and Industry.

Inspections

- IEA completed radon testing in both schools February 24 to February 28. We are waiting for the results.
- John from Great River Water Treatment conducted a capacity test at the high school boiler system to determine the amount of liquid in the system on February 14. The test showed approximately 5455 gallons of liquid at 17% glycol. It will take between 500 to 1000 or better of 95% glycol to bring the system up to the proper levels. As an example, the elementary tested at 29% in December. I believe we should wait and have this process completed during the HVAC expansion in 2026.

Progress on Projects

- Mavo repaired asbestos insulation at the high school in the ceiling near locker A444 on February 17.
- Working with Gary Lovitz from Ingensa to see what projects can be completed this year besides the Roof.
- Contacted Dave Anderson with MMC to get an idea on some plumbing work to be done in the B-wing and A-wing boy's bathrooms.
- Contacted Southern Lock and Glass to have a storeroom door replaced in the C-wing.

Comments

With warmer weather approaching and winter winding down we are working to get equipment ready for outside maintenance along with spring sports. We continue to make small repairs in the schools as needed.

Respectfully Submitted,
Dan Buege
Facility Manager