



DETROIT LAKES PUBLIC SCHOOLS
AGENDA
REGULAR SCHOOL BOARD MEETING
Monday, February 27, 2023 - 5:30 PM
M State Room C101 , 900 Hwy 34 E, Detroit Lakes, MN 56501

The mission of the Detroit Lakes Public schools is to fill our sails with Laker PRIDE.

District Office ~ 702 Lake Avenue, Detroit Lakes, MN 56501 ~ 218.847.9271 ~ Website: www.dlschools.net
Superintendent: Mark Jenson Director of Finance & Operations: Jason Kuehn Education Director: Renee Kerzman

BOARD MEMBERS:

Amy Erickson, Vice-Chair
1380 East Shore Drive
Detroit Lakes, MN 56501
218.841.2944

Ethan Walz
21762 244th Ave
Detroit Lakes, MN 56501
218.371.7619

Michelle Okeson
24842 County Rd 113
Detroit Lakes, MN 56501
218.841.6065

Mary Rotter- Treasurer
23625 Pebble Beach LN
Detroit Lakes, MN 56501
651.335.0396

John Steffl, Chair
22370 Steffl Road
Callaway, MN 56521
218.850.5060

April Thomas, Clerk
25592 Almquist Road
Detroit Lakes, MN 56501
651.271.1818

Student Representatives: Quinn Rogstad- 24rogstquin@detlakes.k12.mn.us, Nick Buboltz- 25bubolnich@detlakes.k12.mn.us

I. CALL TO ORDER

Presenter: Steffl, Board Chair

A. Laker Pride

II. ROLL CALL

Presenter: Steffl, Board Chair

III. PLEDGE OF ALLEGIANCE

Presenter: Steffl, Board Chair

IV. APPROVAL OF AGENDA

Presenter: Steffl, Board Chair

A. Agenda Approval

Approval of the Agenda for the February 27, 2023 Regular School Board Meeting as presented.

V. RECOGNITIONS

Presenter: Steffl, Board Chair

A. Mike Swan for his dedication to American Indian Programs throughout our district.

B. Margaret Kruger, Jill Jaeger, Wendy Dahring, Anna Ulmer & Ashley Schrober for their outstanding contributions to making the Noon Rotary Spaghetti Feed Event a success.

VI. COMMENTS AND REQUESTS FROM VISITORS

Presenter: Steffl, Board Chair

A fifteen-minute time limit will be allowed for audience comment. Those requesting audiences will inform either the Board Chairman or the Superintendent prior to the meeting that you wish to address the Board.

VII. DONATIONS

A. Mittens and Socks from Alpha Delta Kappa- Womens Educational Sorority for Rossman.

B. \$40 from an Anonymous Donor for student lunch account balances.

C. \$125 from Papa Murphy's for Lincoln Education Center Icy Adventures Family Event.

D. \$160 from Bell Bank for unpaid lunch account balances.

- E. \$500 from Detroit Lakes Rotary Breakfast Club for ALC Literacy Grant.
- F. \$500 from The Belles Club of St. Mary for the Laker Cupboard.
- G. \$500 from Augustana Lutheran Church of Lake Eunice for lunch account balances
- H. \$1,000 from Jim Ziegler for the Nordic Ski Team
- I. \$3,829 from Arvig for unpaid lunch account balances.

VIII. PROGRAM PRESENTATIONS

- A. Community Education
Presenter: Andrew Lesch

IX. CONSENT ITEMS

Presenter: Steffl, Board Chair

Action is requested on the following items of the consent agenda. Consent agenda items are typically adopted without discussion of the individual items because they are routine or ordinary in action. Any consent agenda item may be removed for further discussion and deliberation by any member of the board.

- A. Approve the Minutes of the January 23, 2023 Regular School Board Meeting.
- B. Approve District Bills
- C. Approve District Hand Payable Bills
- D. Approve Personnel Agenda Items
- E. **Approve Second Reading of Policies:**
 - 1. 601- School District Curriculum and Instruction Goals
 - 2. 602- Organization of School Calendar and School Day
 - 3. 603- Curriculum Development
 - 4. 604- Instructional Curriculum
 - 5. 605- Alternative Programs
 - 6. 606- Textbooks and Instructional Materials
 - 7. 607- Organization of Grade Levels
 - 8. 608- Instructional Services-Special Education
 - 9. 609- Religion
- F. Approve the 2022-2023 EMDL Teacher Seniority List

X. DISCUSSION ITEMS

Discussion items receive individual attention because of the nature of the issues and need for introductory or other discussion in order to review the information prior to taking action. This is also the agenda location for items which simply need school board review, but no formal action on the items is required. Discussion items will typically return to the agenda at a future point for more specific action.

A. First Reading of Policies:

Presenter: Steffl, Board Chair

- 1. 611- Home Schooling
- 2. 612.1- Development of Parental Involvement Policies for Title I Programs.
- 3. 614- School District Testing Plan and Procedure.
- 4. 615- Basic Standard Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504, Accommodations and LEP Students.

- B. Rossman Building Goals
Presenter: Emily Sternberg

- C. Roosevelt Building Goals
Presenter: Trish Mariotti

- D. Middle School Building Goals
Presenter: Mike Suckert

- E. ALC Building Goals
Presenter: Peter Lundin

- F. High School Building Goals
Presenter: Josh Omang

XI. ACTION ITEMS

Action items receive individual attention because of the nature of the issues, the need to discuss or review the information prior to taking action, or the specific kind of action required for the item.

A. American Indian Parent Advisory Committee (AIPAC) Resolution of Concurrence.

Presenter: Steffl, Board Chair

B. Fiscal Year 2023-2026 Achievement and Integration Plan.

Presenter: Steffl, Board Chair

C. 2023-2024 Academic Calendar

Presenter: Steffl, Board Chair

D. Kent Freeman Sports Arena Lease Agreement for 2023-24, 2024-25, and 2025-26 school years.

Presenter: Jason Kuehn

E. Agreement between ISD #22 and ICS for Deferred Maintenance Services and Software.

Presenter: Jason Kuehn

XII. ADMINISTRATIVE AND BOARD REPORTS

A. Superintendent Report

Presenter: Mark Jenson, Superintendent

1. Monthly Enrollment Report

B. Board Committee and Representative Reports

1. Student Report

Presenter: Houglum, Student Board Representative

2. Sports Arena Commission

Presenter: Steffl, Board Chair

3. Finance Committee

Presenter: Rotter, Board Treasurer

4. Facilities Committee

Presenter: Steffl, Board Chair

5. Transportation Committee

Presenter: Steffl, Board Chair

6. Staff Development Committee

Presenter: Thomas, Board Clerk

XIII. UPCOMING EVENTS AND ACTIVITIES

Presenter: Steffl, Board Chair

A. Facilities Committee Meeting- 03/09/23 9:00 AM Room 203 at DLHS

B. Finance Committee Meeting- 03/24/23 1:30 PM District Office

C. March Regular Board Meeting - 03/27/23 5:30 PM Room C101 M State

XIV. MEETING ADJOURNED

Presenter: Steffl, Board Chair

Laker PRIDE

	<p>Purpose our intention, what drives us</p>	<p>Deliver educational excellence.</p>
	<p>Relationships the ways we connect and behave toward each other</p>	<p>Care and communicate positively and respectfully within and across our schools and community.</p> <ul style="list-style-type: none"> • District ↔ parents and community members • District ↔ building • Building ↔ teacher • Building ↔ parents • Teacher ↔ parent • Teacher ↔ students
	<p>Innovation the creation, development and implementation of a new idea or concept to enhance educational opportunities</p>	<p>Embrace creativity and critical thinking.</p> <ul style="list-style-type: none"> • Renew and bring up to date all systems and practices • Utilize growth mindset to hone existing intentions/objectives and explore new ideas • Support diverse ways of thinking and doing • Embed equity continually in every facet of our work
	<p>Development a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components</p>	<p>Foster the academic, social, emotional, and cultural needs of all learners.</p> <ul style="list-style-type: none"> • Implement and sustain PBIS at all levels • Hone our support for social/emotional health • Further learning and implementation of equitable feedback, assessment, grading and reporting • Provide professional development that supports PRIDE
	<p>Equity the quality of being fair (not equal) and impartial</p>	<p>Ensure that our values, policies, and practices are equitable for our students, staff, and community.</p> <ul style="list-style-type: none"> • Clarify and support understanding of equity vs. equality for all • Actively promote equity (institutional, personal, and instructional) • Remove systemic barriers • Accommodate different learning styles • Give students a voice

I pledge allegiance to the flag
of the United States of America,
and to the Republic
for which it stands,
one Nation under God,
indivisible,
with Liberty and Justice
for all.



Board Presentation February 27th, 2023

Detroit Lakes Community Education



Community Education Programs

- ECFE/SR
- School Age Childcare
- Youth Enrichment
- Drivers Education
- Adult Enrichment
- Adult Basic Education
- Facilities



ECFE/School Readiness

- School Readiness classes - 84 children
- ECFE Mixed Ages Weekly Classes current enrollment - 57 children, 44 adults
- Family Open Gym Saturdays @ Rossman - 47 children, plus adults
- Special Events - Polar Fest had over 92 children and over 74 (Parents/guardians/grandparents/adults attending)

School Age Childcare (LatchKey)

Currently enrolled - 137 students

Has potential for more students enrolled

Currently working on Summer 2023 programming



Youth Enrichment

Update from Fall 2022

Offered 6 classes and had 113 sign up

Drivers Education (continue to see high demand)

New offering include:

- Coding
- Web Design
- Video Production



Adult Enrichment

We ran 19 classes this Fall with 113 enrollment

New offerings include:

- Come & Gather
- Crochet
- Online Family Cooking classes
- Winter Herbs Class



Facilities

New to Community Education as of Fall of 2022

Working with community members or non-school related groups

Identified as a possibility of growth



Conclusion

Questions?



OFFICIAL PROCEEDINGS
SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 22
BECKER AND OTTERTAIL COUNTIES, DETROIT LAKES, MINNESOTA 56501

Regular School Board Meeting
Monday, January 23, 2023, 5:30 PM
M State C101 ~ 900 Hwy 34 E, Detroit Lakes, MN, 56501

Present: Amy Erickson, Dr. Jennifer Pedersen, John Steffl, April Thomas, Mary Rotter, Michelle Okeson

Absent: None

The meeting was called to order at 5:30 PM by Board Chair Steffl.

The Pledge of Allegiance was recited.

A motion was made by Erickson, seconded by Thomas, to approve the agenda. Motion carried unanimously.

A comment was made by Mr. Lakin regarding E-Learning.

A motion was made by Pederson, seconded by Okeson, to approve the following consent agenda items. Motion carried unanimously.

- A. Approve the Minutes of the December 19, 2022 Regular School Board Meeting.
- B. Approve the Minutes of the January 9, 2023 Special School Board Meeting.
- C. Approve K-12 Computer Checks #701603-701698 and Checks #701754-701849 for a total of \$1,249,970.43. Hand Payable Checks #701330-701420, #701422-701430, #701432-701433, #701435, #701437-701438, #701440-701442, #701538-701581, #701583-701586, #701588 #701590-701602, and Wire Transfers #2646-2652, #2677-2679, #2710-2711, #2790-2792, #2889-2893, #2901-2908, #2918-2920, #2936-2937, #2971-2976, #2984, and #3010-3016 in the amount of \$2,412,334.19 for a total of \$3,662,304.62. Senior High Activity Account Checks #500083-500138 for a total of \$32,193.73. Middle School Activity Account Check #300007-300012 for a total of \$498.55.(EXHIBIT)
- D. Approve the Personnel Agenda Items.
- E. Approve the Vehicle Mileage Reimbursement Rate Increase as of January 1st 2023.
- F. Approve the 2023 Board Committee Assignments. .

The following items were up for discussion

- A. First Reading of Policies
 1. 601- School District CUrriculum and Instruction Goals
 2. 602- Organization of School Calendar and School Day
 3. 603- Curriculum Development
 4. 604- Instructional Curriculum
 5. 605- Alternative Programs
 6. 606- Textbooks and Instructional Materials
 7. 607- Organization of Grade Levels
 8. 608- Instructional Services- Special Education
 9. 609- Religion
- B. 2023-2024 School Calendar

A motion by Thomas, seconded by Erickson to approve Recommendations for Reduction in Programs and Positions. Motion carried unanimously.

A motion by Erickson, seconded by Thomas to approve Open Enrollment. Motion carried unanimously. (EXHIBIT)

A motion by Pederson, seconded by Thomas to approve the Dissolution of Cooperative Sponsorship for Girls Hockey between Detroit Lakes and Perham High School for the 23-24 school year. Motion carried unanimously. (EXHIBIT)

A motion by Erickson, seconded by Thomas to approve the application for Cooperative Sponsorship for Girls Hockey between Detroit Lakes, Perham, Park Rapids, Wadena-Deer Creek, Frazee and New York Mills for the 23-24 school year. Motion carried unanimously. (EXHIBIT)

Superintendent Jenson reported on happenings in the School District

Board Treasurer Pedersen gave an update on the Finance Committee Meeting. (EXHIBIT)

Board Cler Thomas gave an update on the Technology Committee.

Board Chair Steffl announced upcoming meetings and events .

A motion by Erickson, to adjourn the meeting at 6:47 PM, seconded by Rotter. Motion carried unanimously.

Respectfully submitted,

April Thomas, Clerk

PERSONNEL AGENDA

January 23, 2023

1) **Resignations:**

- Ashley Baker- Rossman Special Education Teacher Assistant, effective January 26, 2023.
- Jessica Blasczyk- High School Chemistry Teacher, effective end of 22-23 school year.
- Kristin Camrud- Rossman Third Grade Teacher, effective January 11, 2023.
- Trisha Demarais- Girls Junior Varsity Golf Coach, effective January 11, 2023.
- Cullan Gores- Custodian, effective January 3, 2023.
- Shaylee Hanson- Rossman Special Education Teacher Assistant, effective January 10, 2023.
- Cali Harrier- Adaptive Bowling Coach, effective January 9, 2023.
- Lisa Ito- Volleyball Coach, effective January 12, 2023.
- Dawn Kozitka- Rossman ADSIS & Noon Duty Supervisor, effective January 27, 2023.
- Carol Kuhlmeier- DLHS Adaptive Bowling Coach, effective January 9, 2023.
- Lynnsey Machakaire- Girls Head Volleyball Coach, effective January 11, 2023.
- Mike Small- High School Custodian, effective January 27, 2023.
- Art Specht- 9th grade C-squad Baseball Coach, effective January 18, 2023.
- Denise Watchorn- High School Food Service Worker, effective December 21, 2022.

2) **Retirements:**

- Paula Jones Johnson- Roosevelt School Social Worker, effective May 25, 2023.
- Susan Jordan- Roosevelt second grade Teacher, effective May 25, 2023.
- Linda Shaw- Roosevelt Special Education Teacher, effective May 25, 2023.

3) **Appointments :**

- Sherry Delair- Middle School Food Service Worker, at the rate of \$16.40 per hour Working 17.5 hours per week, effective January 23, 2023.

Katelynn Ellingson– Roosevelt Special Education Teacher Assistant, at the rate of \$16.30 per hour working 37.5 hours per week, effective January 30, 2023.

Joy A. Hannon– Rossman ADSIS Education Assistant, Breakfast and Noon Duty, at the rate of \$15.25 per hour working 27.5 hours per week, effective January 30, 2023.

Beth Hedstrom– High School Special Education Teacher Assistant, at the rate of \$17.30 per hour working 37.5 hours per week, effective January 30, 2023.

Andrea Mcintosh– Middle School Special Education Teacher Assistant, at the rate of \$15.95 per hour working 37.5 hours per week, effective January 16, 2023.

Julie Villa– Roosevelt Title 1 Teacher Assistant & Noon Duty Supervisor, at the rate of \$16.30 per hour working 25 hours per week, effective January 17, 2023.

Steve Zazmo– Middle School Gymnastics Coach at the rate of \$2,149.25 per season, effective December 27, 2022.

4) Amended Assignment:

Shiloh Barrows – is amending her assignment from 25 hours to 28.75 hours per week, effective January, 4 2023.

Lori Blomseth–is amending her assignment from 28.75 hours to 25 hours per week, effective January 4, 2023.

Carol Maristuen– is amending her assignment from Full-Time Roosevelt Education Assistant to Full-Time High School Education Assistant, effective January 30, 2023.

Annette Sailor– is amending her assignment from 29.75 hours per week to 37.5 hours per week, effective December 16, 2022.

5) Leave of Absence:

Terri Jernberg– is requesting a leave of absence effective January 2, 2023 through September 1, 2023.

Christina Lof- is requesting a leave of absence effective December 12, 2022 through February 2023.

6) Terminations:

Toby Stark– Middle School Custodian, effective January 5, 2023.

7) Acknowledge Return from Leave of Absence:

Shelley Skarie– Tier 4 Licensed Teacher will return from her leave of absence, effective for the 2023-2024 school year.

SMART Finance

Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0022		MW	3627	701964	Check	1	2639		3D SPECIALTIES, INC	Yes	No	No	USD	02/13/2023	302.55
			3522	701965	Check	1	1014		ACCELERATED ENGRAVING & SIGN/	Yes	No	No	USD	02/13/2023	73.95
			3521	701966	Check	1	1005		ADVANCED BUSINESS METHODS	Yes	No	No	USD	02/13/2023	594.33
			3523	701967	Check	1	1035		ALLIANCE PEST PROTECTION	Yes	No	No	USD	02/13/2023	60.00
			3524	701968	Check	1	1045		AMSTERDAM PRINTING & LITHO	Yes	No	No	USD	02/13/2023	399.61
			3520	701969	Check	1	1003		A-OX WELDING SUPPLY CO. INC.	Yes	No	No	USD	02/13/2023	11.38
			3525	701970	Check	1	1072		ASL INTERPRETING SERVICES, INC	Yes	No	No	USD	02/13/2023	132.00
			3526	701971	Check	1	1076		AUTO VALUE DETROIT LAKES	Yes	No	No	USD	02/13/2023	7.49
			3615	701972	Check	1	2373		BAHR, BRIANA	Yes	No	No	USD	02/13/2023	76.05
			3527	701973	Check	1	1090		BECKER COUNTY PUBLIC HEALTH	Yes	No	No	USD	02/13/2023	5,580.00
			3633	701974	Check	1	2763		BERNARDSON, SHERINA	Yes	No	No	USD	02/13/2023	40.00
			3528	701975	Check	1	1106		BETTCHER, JOSHUA	Yes	No	No	USD	02/13/2023	86.29
			3529	701976	Check	1	1107		BEUG'S ACE HARDWARE	Yes	No	No	USD	02/13/2023	238.39
			3640	701977	Check	1	2779		BIBEAU, KARI	Yes	No	No	USD	02/13/2023	25.00
			3530	701978	Check	1	1114		BIX PRODUCE	Yes	No	No	USD	02/13/2023	12,005.85
			3531	701979	Check	1	1143		BRENCO CORP.	Yes	No	No	USD	02/13/2023	1,485.52
			3532	701980	Check	1	1146		BRIDGESTONE GOLF, INC	Yes	No	No	USD	02/13/2023	682.83
			3618	701981	Check	1	2523		BROWER, HAILEY	Yes	No	No	USD	02/13/2023	100.00
			3626	701982	Check	1	2627		BURGESS, BEN	Yes	No	No	USD	02/13/2023	397.30
			3533	701983	Check	1	1165		C.T. BRUNS LLC	Yes	No	No	USD	02/13/2023	700.00
			3534	701984	Check	1	1176		CARRIER, JOSEPH	Yes	No	No	USD	02/13/2023	78.93
			3535	701985	Check	1	1185		CDWG	Yes	No	No	USD	02/13/2023	236.25
			3536	701986	Check	1	1192		CENTRAL MARKET	Yes	No	No	USD	02/13/2023	245.38
			3537	701987	Check	1	1208	REMIT	COLE PAPERS	Yes	No	No	USD	02/13/2023	1,846.84
			3538	701988	Check	1	1228	REMIT	CRISIS PREVENTION INSTITUTE	Yes	No	No	USD	02/13/2023	200.00
			3539	701989	Check	1	1231		CULINEX	Yes	No	No	USD	02/13/2023	695.99
			3540	701990	Check	1	1238		D & D APPLIANCE	Yes	No	No	USD	02/13/2023	99.00
			3541	701991	Check	1	1244		DACOTAH PAPER COMPANY	Yes	No	No	USD	02/13/2023	1,907.91
			3625	701992	Check	1	2619		DALY, MICHAEL	Yes	No	No	USD	02/13/2023	43.83
			3542	701993	Check	1	1250		DAN SCHLAUDERAFF SERVICES LLC	Yes	No	No	USD	02/13/2023	1,219.58
			3613	701994	Check	1	2353		DEPARTMENT OF EMPLOYMENT & E	Yes	No	No	USD	02/13/2023	1,562.55
			3543	701995	Check	1	1300		DRIVEWAY SERVICE	Yes	No	No	USD	02/13/2023	5,911.25
			3544	701996	Check	1	1305		EAST SIDE JERSEY DAIRY ESJD	Yes	No	No	USD	02/13/2023	7,025.60
			3545	701997	Check	1	1313		ECKHOFF, KEITH	Yes	No	No	USD	02/13/2023	81.93
			3612	701998	Check	1	2317		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	02/13/2023	231.56
			3630	701999	Check	1	2724		ELLSWORTH PUBLISHING COMPANY	Yes	No	No	USD	02/13/2023	285.00
			3546	702000	Check	1	1336	REMIT	ESSENTIA HEALTH	Yes	No	No	USD	02/13/2023	1,500.00
			3547	702001	Check	1	1349		FAR FROM NORMAL	Yes	No	No	USD	02/13/2023	627.80
			3548	702002	Check	1	1352		FARGO PUBLIC SCHOOLS	Yes	No	No	USD	02/13/2023	486.00
			3549	702003	Check	1	1358		FELDT PLUMBING LLP	Yes	No	No	USD	02/13/2023	5,362.50
			3550	702004	Check	1	1367		FIRST CHOICE FOOD & BEVERAGE S	Yes	No	No	USD	02/13/2023	1,373.10

SMART Finance

Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0022		MW	3641	702005	Check	1	2780		FLATT, CHERYL	Yes	No	No	USD	02/13/2023	30.00
			3634	702006	Check	1	2764		FLATT, JOHN	Yes	No	No	USD	02/13/2023	30.00
			3551	702007	Check	1	1400		G & R CONTROLS, INC.	Yes	No	No	USD	02/13/2023	1,975.00
			3552	702008	Check	1	1402		GAG, KELLY	Yes	No	No	USD	02/13/2023	64.19
			3631	702009	Check	1	2725		Generation Genius, Inc.	Yes	No	No	USD	02/13/2023	995.00
			3553	702010	Check	1	1426		GRAINGER, INC.	Yes	No	No	USD	02/13/2023	288.21
			3554	702011	Check	1	1432		GREEN'S PLUMBING & MODERN HE/	Yes	No	No	USD	02/13/2023	3,463.00
			3620	702012	Check	1	2547		GRIMCO INC.	Yes	No	No	USD	02/13/2023	2,264.71
			3623	702013	Check	1	2595		HARRIER, CALI	Yes	No	No	USD	02/13/2023	48.92
			3555	702014	Check	1	1457		HAWKINS, INC.	Yes	No	No	USD	02/13/2023	898.73
			3556	702015	Check	1	1465		HEIMARK, JENNIFER	Yes	No	No	USD	02/13/2023	31.04
			3557	702016	Check	1	1487		HILLYARD / HUTCHINSON	Yes	No	No	USD	02/13/2023	7,196.40
			3558	702017	Check	1	1511		HOUGH INC.	Yes	No	No	USD	02/13/2023	855.76
			3572	702018	Check	1	1843		Indigenous Reflections Inc	Yes	No	No	USD	02/13/2023	2,054.07
			3635	702019	Check	1	2769		IT SAVVY LLC	Yes	No	No	USD	02/13/2023	250.00
			3559	702020	Check	1	1569		J.W. PEPPER & SON, INC.	Yes	No	No	USD	02/13/2023	264.48
			3560	702021	Check	1	1602		JOHNSON'S LOCK & KEY	Yes	No	No	USD	02/13/2023	608.75
			3561	702022	Check	1	1624		KERZMAN, RENEE	Yes	No	No	USD	02/13/2023	27.51
			3636	702023	Check	1	2771		KISER, JOHN MARK	Yes	No	No	USD	02/13/2023	42.00
			3562	702024	Check	1	1630		KNOPF, AMY	Yes	No	No	USD	02/13/2023	131.46
			3629	702025	Check	1	2720		LAMINATOR.COM	Yes	No	No	USD	02/13/2023	3,290.00
			3563	702026	Check	1	1683		LINK, SAMANTHA	Yes	No	No	USD	02/13/2023	65.00
			3564	702027	Check	1	1691		MAAP	Yes	No	No	USD	02/13/2023	380.00
			3565	702028	Check	1	1707		MARK'S ELECTRIC INC.	Yes	No	No	USD	02/13/2023	502.67
			3624	702029	Check	1	2598		MATT'S MOBILE DIESEL SERVICE	Yes	No	No	USD	02/13/2023	319.69
			3619	702030	Check	1	2528		MCEA	Yes	No	No	USD	02/13/2023	1,043.00
			3566	702031	Check	1	1730		MDE-MCIS, ACCT 621892	Yes	No	No	USD	02/13/2023	1,700.00
			3567	702032	Check	1	1736		MENARDS - DETROIT LAKES	Yes	No	No	USD	02/13/2023	886.40
			3642	702033	Check	1	2781		MERCIL, BOBBI	Yes	No	No	USD	02/13/2023	81.31
			3621	702034	Check	1	2558		MESSER, JUSTIN	Yes	No	No	USD	02/13/2023	31.25
			3568	702035	Check	1	1739		METROPOLITAN MECHANICAL CONT	Yes	No	No	USD	02/13/2023	14,836.14
			3569	702036	Check	1	1764		MINNKOTA RECYCLING	Yes	No	No	USD	02/13/2023	32.45
			3570	702037	Check	1	1787		MN STATE COMMUNITY & TECHNICA	Yes	No	No	USD	02/13/2023	17,260.23
			3571	702038	Check	1	1832	REMIT	NARDINI FIRE EQUIPMENT CO.	Yes	No	No	USD	02/13/2023	542.30
			3616	702039	Check	1	2428		NATIONAL BUSINESS FURNITURE, LI	Yes	No	No	USD	02/13/2023	2,274.42
			3578	702040	Check	1	1917	REMIT	NCS PEARSON INC	Yes	No	No	USD	02/13/2023	823.11
			3573	702041	Check	1	1849		NELSON INTERNATIONAL, INC.	Yes	No	No	USD	02/13/2023	5,331.42
			3574	702042	Check	1	1866		NORSEMAN MOTORS, INC.	Yes	No	No	USD	02/13/2023	92.95
			3575	702043	Check	1	1901		OTIS ELEVATOR COMPANY	Yes	No	No	USD	02/13/2023	150.00
			3576	702044	Check	1	1907		PAN-O-GOLD BAKING CO.	Yes	No	No	USD	02/13/2023	788.13
			3577	702045	Check	1	1908		PAPA MURPHY'S	Yes	No	No	USD	02/13/2023	1,340.50

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Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0022		MW	3632	702046	Check	1	2738		PASKEY, MISSE	Yes	No	No	USD	02/13/2023	32.65
			3628	702047	Check	1	2654		PDX Reading Specialist	Yes	No	No	USD	02/13/2023	399.50
			3579	702048	Check	1	1920		PEPSI	Yes	No	No	USD	02/13/2023	4,808.50
			3580	702049	Check	1	1922		PERFORMANCE FOODSERVICE	Yes	No	No	USD	02/13/2023	14,512.96
			3581	702050	Check	1	1943		POPPLERS MUSIC STORE	Yes	No	No	USD	02/13/2023	13.11
			3582	702051	Check	1	1948		POWERSCHOOL GROUP LLC	Yes	No	No	USD	02/13/2023	10,603.00
			3583	702052	Check	1	1951		PRECISION PRINTING	Yes	No	No	USD	02/13/2023	461.00
			3584	702053	Check	1	1954		PREMIUM WATERS, INC.	Yes	No	No	USD	02/13/2023	57.59
			3585	702054	Check	1	1958		PRO PRINT, INC.	Yes	No	No	USD	02/13/2023	380.19
			3586	702055	Check	1	1968		PUSH PEDAL PULL	Yes	No	No	USD	02/13/2023	1,171.56
			3587	702056	Check	1	1980		RDO EQUIPMENT CO.	Yes	No	No	USD	02/13/2023	2,945.49
			3588	702057	Check	1	1986		REDWOOD TOXICOLOGY LABORATC	Yes	No	No	USD	02/13/2023	36.40
			3611	702058	Check	1	2306		REGION 1	Yes	No	No	USD	02/13/2023	131.97
			3589	702059	Check	1	1996		RENNEBERG HARDWOODS	Yes	No	No	USD	02/13/2023	1,175.90
			3590	702060	Check	1	2008		ROGERS, DENNIS	Yes	No	No	USD	02/13/2023	250.00
			3591	702061	Check	1	2020		RWP, INC.	Yes	No	No	USD	02/13/2023	1,000.00
			3592	702062	Check	1	2022		S & S PROMOTIONAL GROUP	Yes	No	No	USD	02/13/2023	1,182.00
			3593	702063	Check	1	2042		SCHMITT DIRECTOR CENTERS	Yes	No	No	USD	02/13/2023	2,897.10
			3594	702064	Check	1	2045		SCHNATHORST, VERNON	Yes	No	No	USD	02/13/2023	86.48
			3595	702065	Check	1	2056		SCHOOL SPECIALTY LLC	Yes	No	No	USD	02/13/2023	388.50
			3596	702066	Check	1	2065		SCHWARTZ, JEAN	Yes	No	No	USD	02/13/2023	74.67
			3597	702067	Check	1	2074		SEPTIC VAC	Yes	No	No	USD	02/13/2023	130.00
			3637	702068	Check	1	2772		SIELING, ANDREA	Yes	No	No	USD	02/13/2023	95.70
			3614	702069	Check	1	2372		STAR AUTISM SUPPORT	Yes	No	No	USD	02/13/2023	270.60
			3598	702070	Check	1	2126		STEIN'S INC.	Yes	No	No	USD	02/13/2023	551.87
			3599	702071	Check	1	2128		STELLHER HUMAN SERVICES, INC.	Yes	No	No	USD	02/13/2023	26,800.00
			3600	702072	Check	1	2138		SUCKERT, MICHAEL	Yes	No	No	USD	02/13/2023	74.99
			3601	702073	Check	1	2149		SWANSON'S REPAIR	Yes	No	No	USD	02/13/2023	346.50
			3638	702074	Check	1	2777		TEACHAITI	Yes	No	No	USD	02/13/2023	750.00
			3602	702075	Check	1	2165		TEACHER'S DISCOVERY	Yes	No	No	USD	02/13/2023	133.18
			3603	702076	Check	1	2177		THE RETROFIT COMPANIES, INC	Yes	No	No	USD	02/13/2023	499.40
			3622	702077	Check	1	2591		THIEL, LACEY	Yes	No	No	USD	02/13/2023	62.88
			3604	702078	Check	1	2194	REMIT	TRAFERA HOLDINGS, LLC	Yes	No	No	USD	02/13/2023	320.96
			3605	702079	Check	1	2200		TRICORNE AUDIO INC.	Yes	No	No	USD	02/13/2023	5,963.28
			3606	702080	Check	1	2203		TROPHY HOUSE	Yes	No	No	USD	02/13/2023	682.40
			3607	702081	Check	1	2207		TWEETON REFRIGERATION, INC.	Yes	No	No	USD	02/13/2023	336.45
			3608	702082	Check	1	2226		UPPER LAKES FOODS, INC.	Yes	No	No	USD	02/13/2023	37,633.56
			3617	702083	Check	1	2503		VENTRIS LEARNING LLC	Yes	No	No	USD	02/13/2023	720.00
			3639	702084	Check	1	2778		WARREN DRAPERY COMPANY	Yes	No	No	USD	02/13/2023	8,296.00
			3609	702085	Check	1	2252		WEBBER FAMILY MOTORS	Yes	No	No	USD	02/13/2023	2,918.40

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Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0022		MW	3610	702086	Check	1	2284		ZUNICH, RYAN	Yes	No	No	USD	02/13/2023	47.68
														Bank Total: MW	\$256,552.16
														Report Total:	\$256,552.16

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Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0022		MW	3742	702135	Check	1	1087		BDT MECHANICAL, LLC	Yes	No	No	USD	02/27/2023	275,668.98
			3743	702136	Check	1	1350		FAR-MOOR ACOUSTICS & FLOORS, I	Yes	No	No	USD	02/27/2023	111,512.40
			3744	702137	Check	1	1406		GEHRTZ CONSTRUCTION SERVICES	Yes	No	No	USD	02/27/2023	8,434.39
			3745	702138	Check	1	1556		INNOVATIVE LABORATORY SYSTEM:	Yes	No	No	USD	02/27/2023	5,126.40
			3746	702139	Check	1	1669		LEDGESTONE, INC.	Yes	No	No	USD	02/27/2023	80,532.47
			3747	702140	Check	1	1874		NORTHWEST CABINETS, INC.	Yes	No	No	USD	02/27/2023	33,582.00
			3748	702141	Check	1	2139		SUMMIT FIRE PROTECTION	Yes	No	No	USD	02/27/2023	1,709.00
			3782	702166	Check	1	1035		ALLIANCE PEST PROTECTION	Yes	No	No	USD	02/27/2023	95.00
			3869	702167	Check	1	2799		ANDERSON, NATHAN	Yes	No	No	USD	02/27/2023	25.27
			3783	702168	Check	1	1072		ASL INTERPRETING SERVICES, INC	Yes	No	No	USD	02/27/2023	144.00
			3784	702169	Check	1	1091		BECKER COUNTY ENVIRONMENTAL	Yes	No	No	USD	02/27/2023	330.00
			3785	702170	Check	1	1096		BELLAND, MELYSSA	Yes	No	No	USD	02/27/2023	75.00
			3786	702171	Check	1	1110		BHH PARTNERS/ARCHITECTS	Yes	No	No	USD	02/27/2023	91.29
			3787	702172	Check	1	1114		BIX PRODUCE	Yes	No	No	USD	02/27/2023	8,621.14
			3788	702173	Check	1	1116		BLICK ART MATERIALS	Yes	No	No	USD	02/27/2023	169.82
			3789	702174	Check	1	1143		BRENCO CORP.	Yes	No	No	USD	02/27/2023	587.80
			3790	702175	Check	1	1152		BSN SPORTS	Yes	No	No	USD	02/27/2023	3,342.97
			3791	702176	Check	1	1154		BUCHHOLZ, JAMES	Yes	No	No	USD	02/27/2023	49.44
			3792	702177	Check	1	1165		C.T. BRUNS LLC	Yes	No	No	USD	02/27/2023	2,538.00
			3868	702178	Check	1	2734		CARBIDE PROCESSORS	Yes	No	No	USD	02/27/2023	521.49
			3793	702179	Check	1	1192		CENTRAL MARKET	Yes	No	No	USD	02/27/2023	257.20
			3794	702180	Check	1	1201		CITI CARGO & STORAGE	Yes	No	No	USD	02/27/2023	150.00
			3795	702181	Check	1	1202		CITY OF DETROIT LAKES	Yes	No	No	USD	02/27/2023	680.00
			3796	702182	Check	1	1231		CULINEX	Yes	No	No	USD	02/27/2023	1,189.04
			3797	702183	Check	1	1244		DACOTAH PAPER COMPANY	Yes	No	No	USD	02/27/2023	1,864.95
			3798	702184	Check	1	1250		DAN SCHLAUDERAFF SERVICES LLC	Yes	No	No	USD	02/27/2023	410.00
			3799	702185	Check	1	1253		DAVID B. KNOPF CONSTRUCTION	Yes	No	No	USD	02/27/2023	6,901.50
			3800	702186	Check	1	1270		DETROIT LAKES DISPOSAL	Yes	No	No	USD	02/27/2023	4,223.99
			3801	702187	Check	1	1273		DETROIT LAKES HIGH SCHOOL	Yes	No	No	USD	02/27/2023	441.00
			3802	702188	Check	1	1274		DETROIT LAKES OVERHEAD DOOR I	Yes	No	No	USD	02/27/2023	360.00
			3803	702189	Check	1	1280		DIGITAL SIGNUP	Yes	No	No	USD	02/27/2023	500.00
			3804	702190	Check	1	1305		EAST SIDE JERSEY DAIRY ESJD	Yes	No	No	USD	02/27/2023	4,797.98
			3867	702191	Check	1	2718		ECKROTH MUSIC	Yes	No	No	USD	02/27/2023	379.45
			3863	702192	Check	1	2317		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	02/27/2023	394.45
			3806	702193	Check	1	1336	REMIT	ESSENTIA HEALTH	Yes	No	No	USD	02/27/2023	1,890.00
			3807	702194	Check	1	1337		ESTR PUBLICATIONS	Yes	No	No	USD	02/27/2023	68.60
			3805	702195	Check	1	1329		ESX TECHNOLOGY SOLUTIONS, LLC	Yes	No	No	USD	02/27/2023	588.00
			3808	702196	Check	1	1367		FIRST CHOICE FOOD & BEVERAGE	Yes	No	No	USD	02/27/2023	686.40
			3809	702197	Check	1	1386		FORUM COMMUNICATIONS COMPAN	Yes	No	No	USD	02/27/2023	64.60
			3810	702198	Check	1	1402		GAG, KELLY	Yes	No	No	USD	02/27/2023	169.83
			3811	702199	Check	1	1412		GILSDORF, HANS	Yes	No	No	USD	02/27/2023	600.00

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Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0022		MW	3865	702200	Check	1	2510		GOODWATER, AMY	Yes	No	No	USD	02/27/2023	24.44
			3812	702201	Check	1	1421		GOPHER SPORT	Yes	No	No	USD	02/27/2023	64.64
			3813	702202	Check	1	1432		GREEN'S PLUMBING & MODERN HE/	Yes	No	No	USD	02/27/2023	5,692.54
			3814	702203	Check	1	1451		HANNESSON, MARGARET	Yes	No	No	USD	02/27/2023	250.00
			3815	702204	Check	1	1460		HEBERT, NANCY	Yes	No	No	USD	02/27/2023	120.00
			3816	702205	Check	1	1487		HILLYARD / HUTCHINSON	Yes	No	No	USD	02/27/2023	9,210.89
			3817	702206	Check	1	1502		HOLMQUIST, MELANIE	Yes	No	No	USD	02/27/2023	23.97
			3818	702207	Check	1	1517		HUENERS, JANELLE	Yes	No	No	USD	02/27/2023	76.94
			3819	702208	Check	1	1525		HYATT REGENCY, MINNEAPOLIS	Yes	No	No	USD	02/27/2023	3,001.12
			3820	702209	Check	1	1532		IDENTISYS, INC.	Yes	No	No	USD	02/27/2023	369.00
			3822	702210	Check	1	1557		INNOVATIVE OFFICE SOLUTIONS, LL	Yes	No	No	USD	02/27/2023	444.86
			3823	702211	Check	1	1563		INTERQUEST DETECTION CANINES	Yes	No	No	USD	02/27/2023	330.00
			3821	702212	Check	1	1536		ISD #152	Yes	No	No	USD	02/27/2023	909.09
			3870	702213	Check	1	2800		ITO, LISA	Yes	No	No	USD	02/27/2023	97.22
			3824	702214	Check	1	1649		LAKES COUNTRY SERVICE CO-OP	Yes	No	No	USD	02/27/2023	50.00
			3825	702215	Check	1	1658		LAKESHORE LEARNING MATERIALS	Yes	No	No	USD	02/27/2023	8,414.21
			3826	702216	Check	1	1673		LEIGHTON BROADCASTING	Yes	No	No	USD	02/27/2023	149.00
			3827	702217	Check	1	1690		MAAE	Yes	No	No	USD	02/27/2023	245.00
			3828	702218	Check	1	1700		MAHLUM, MIRANDA	Yes	No	No	USD	02/27/2023	243.38
			3829	702219	Check	1	1707		MARK'S ELECTRIC INC.	Yes	No	No	USD	02/27/2023	3,601.65
			3866	702220	Check	1	2598		MATT'S MOBILE DIESEL SERVICE	Yes	No	No	USD	02/27/2023	600.00
			3830	702221	Check	1	1726	REMIT	MCGRAW-HILL LLC	Yes	No	No	USD	02/27/2023	589.20
			3831	702222	Check	1	1734		MEEKER & WRIGHT SPECIAL ED. CO	Yes	No	No	USD	02/27/2023	9,865.80
			3832	702223	Check	1	1736		MENARDS - DETROIT LAKES	Yes	No	No	USD	02/27/2023	18.99
			3871	702224	Check	1	2805		METRO ECSU	Yes	No	No	USD	02/27/2023	600.00
			3833	702225	Check	1	1753		MILLER YARD CARE AND CONSTRUC	Yes	No	No	USD	02/27/2023	4,570.00
			3834	702226	Check	1	1764		MINNKOTA RECYCLING	Yes	No	No	USD	02/27/2023	286.15
			3835	702227	Check	1	1775		MN BPA	Yes	No	No	USD	02/27/2023	2,209.00
			3836	702228	Check	1	1787		MN STATE COMMUNITY & TECHNICA	Yes	No	No	USD	02/27/2023	27,000.00
			3864	702229	Check	1	2420	REMIT	MRI SOFTWARE LLC	Yes	No	No	USD	02/27/2023	33.00
			3837	702230	Check	1	1833		NASCO INC.	Yes	No	No	USD	02/27/2023	96.56
			3838	702231	Check	1	1860		NOAH, BENJAMIN	Yes	No	No	USD	02/27/2023	432.64
			3839	702232	Check	1	1871		NORTHERN DIGITAL SOLUTIONS	Yes	No	No	USD	02/27/2023	125.00
			3840	702233	Check	1	1907		PAN-O-GOLD BAKING CO.	Yes	No	No	USD	02/27/2023	665.46
			3841	702234	Check	1	1908		PAPA MURPHY'S	Yes	No	No	USD	02/27/2023	1,241.50
			3842	702235	Check	1	1920		PEPSI	Yes	No	No	USD	02/27/2023	1,733.09
			3843	702236	Check	1	1922		PERFORMANCE FOODSERVICE	Yes	No	No	USD	02/27/2023	8,952.87
			3844	702237	Check	1	1929		PIEPKORN, GREGORY	Yes	No	No	USD	02/27/2023	187.96
			3845	702238	Check	1	1943		POPPLERS MUSIC STORE	Yes	No	No	USD	02/27/2023	135.95
			3846	702239	Check	1	1944		PORTER, AMY	Yes	No	No	USD	02/27/2023	150.00
			3847	702240	Check	1	1951		PRECISION PRINTING	Yes	No	No	USD	02/27/2023	1,640.00

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Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0022		MW	3848	702241	Check	1	1954		PREMIUM WATERS, INC.	Yes	No	No	USD	02/27/2023	192.17
			3849	702242	Check	1	1986		REDWOOD TOXICOLOGY LABORATC	Yes	No	No	USD	02/27/2023	31.84
			3850	702243	Check	1	1996		RENNEBERG HARDWOODS	Yes	No	No	USD	02/27/2023	1,250.00
			3851	702244	Check	1	2025		SAFETYFIRST PLAYGROUND MAINTI	Yes	No	No	USD	02/27/2023	3,960.00
			3853	702245	Check	1	2043	REMIT	SCHMITT DIRECTOR CENTER	Yes	No	No	USD	02/27/2023	1,938.00
			3852	702246	Check	1	2042		SCHMITT DIRECTOR CENTERS	Yes	No	No	USD	02/27/2023	609.00
			3854	702247	Check	1	2056		SCHOOL SPECIALTY LLC	Yes	No	No	USD	02/27/2023	39.84
			3855	702248	Check	1	2126		STEIN'S INC.	Yes	No	No	USD	02/27/2023	779.02
			3856	702249	Check	1	2150		SWEETWATER	Yes	No	No	USD	02/27/2023	1,228.99
			3857	702250	Check	1	2183		THORWALDSEN, SHEA	Yes	No	No	USD	02/27/2023	268.15
			3858	702251	Check	1	2196		TRAINING ROOM, INC.	Yes	No	No	USD	02/27/2023	883.32
			3859	702252	Check	1	2203		TROPHY HOUSE	Yes	No	No	USD	02/27/2023	21.00
			3860	702253	Check	1	2226		UPPER LAKES FOODS, INC.	Yes	No	No	USD	02/27/2023	21,884.86
			3861	702254	Check	1	2252		WEBBER FAMILY MOTORS	Yes	No	No	USD	02/27/2023	210.75
			3862	702255	Check	1	2264		WILLIAM V. MACGILL & CO.	Yes	No	No	USD	02/27/2023	390.99

Bank Total: MW

\$687,912.90

Report Total:

\$687,912.90

HAND PAYABLES SUMMARY JANUARY 2023

Bank	Pmt No	Check No	Pay Type	Grp	Code	Vendor	Date	Amount
HACT	3139	500117	Check	1	2523	BROWER, HAILEY	1/5/2023	\$ 76.35
HACT	3134	500118	Check	1	1152	BSN SPORTS	1/5/2023	\$ 3,607.23
HACT	3135	500119	Check	1	1524	HUTCHINSON, DAVID	1/5/2023	\$ 96.55
HACT	3136	500120	Check	1	1644	LAFAVE, CHRISTINE	1/5/2023	\$ 486.25
HACT	3137	500121	Check	1	1765	MINNTEX	1/5/2023	\$ 138.60
HACT	3138	500122	Check	1	1929	PIEPKORN, GREGORY	1/5/2023	\$ 2,750.64
HACT	3141	500123	Check	1	2688	WITT, BRENDAN	1/5/2023	\$ 333.24
HACT	3140	500124	Check	1	2687	Zachiea I	1/5/2023	\$ 351.03
HACT	3142	500125	Check	1	1227	CREAMY CREATIONS	1/5/2023	\$ 2,544.80
HACT	3194	500126	Check	1	2716	Baumgartner, Hannah	1/10/2023	\$ 64.10
HACT	3193	500127	Check	1	2715	Baumgartner, Makayla	1/10/2023	\$ 61.17
HACT	3191	500128	Check	1	2523	BROWER, HAILEY	1/10/2023	\$ 87.69
HACT	3192	500129	Check	1	2714	Engum, Mikayla	1/10/2023	\$ 16.24
HACT	3186	500130	Check	1	1362	FETT, THERESA	1/10/2023	\$ 300.00
HACT	3187	500131	Check	1	1517	HUENERS, JANELLE	1/10/2023	\$ 196.23
HACT	3188	500132	Check	1	1543	ISD #22	1/10/2023	\$ 9.00
HACT	3189	500133	Check	1	1588	JIMMY JOHNS #1897	1/10/2023	\$ 335.83
HACT	3190	500134	Check	1	1929	PIEPKORN, GREGORY	1/10/2023	\$ 154.89
HACT	3218	500135	Check	1	1106	BETTCHER, JOSHUA	1/12/2023	\$ 319.83
HACT	3219	500136	Check	1	1107	BEUG'S ACE HARDWARE	1/12/2023	\$ 8.45
HACT	3220	500137	Check	1	1266	DESIGNS BY LISA	1/12/2023	\$ 245.81
HACT	3226	500138	Check	1	1475	HENRY SCHEIN INC.	1/12/2023	\$ 343.54
HACT	3221	500139	Check	1	1576	JB'S CUSTOM APPAREL	1/12/2023	\$ 706.00
HACT	3222	500140	Check	1	1599	JOHNSON, RACHEL	1/12/2023	\$ 291.66
HACT	3223	500141	Check	1	1648	LAKER LOCKER	1/12/2023	\$ 712.00
HACT	3224	500142	Check	1	1781	MN FFA	1/12/2023	\$ 4,817.00
HACT	3225	500143	Check	1	2133	STEWART, LOGAN	1/12/2023	\$ 200.00
HACT	3412	500144	Check	1	2715	Baumgartner, Makayla	1/25/2023	\$ 8.59

HACT	3402	500145	Check	1	1183	CAULFIELD STUDIO	1/25/2023	\$ 912.50
HACT	3411	500146	Check	1	2714	Engum, Mikayla	1/25/2023	\$ 15.32
HACT	3403	500147	Check	1	1543	ISD #22	1/25/2023	\$ 167.00
HACT	3404	500148	Check	1	1588	JIMMY JOHNS #1897	1/25/2023	\$ 351.47
HACT	3405	500149	Check	1	1599	JOHNSON, RACHEL	1/25/2023	\$ 626.82
HACT	3413	500150	Check	1	2748	Johnson, Reece	1/25/2023	\$ 20.90
HACT	3406	500151	Check	1	1929	PIEPKORN, GREGORY	1/25/2023	\$ 3,183.54
HACT	3407	500152	Check	1	1989	REGION 6 BPA	1/25/2023	\$ 290.00
HACT	3408	500153	Check	1	2009	ROGUE FITNESS	1/25/2023	\$ 2,242.92
HACT	3409	500154	Check	1	2133	STEWART, LOGAN	1/25/2023	\$ 681.26
HACT	3410	500155	Check	1	2272	WORLD'S FINEST CHOCOLATES	1/25/2023	\$ 7,120.00
HACT	3414	500156	Check	1	1135	BOOTHWORKS, LLC	1/25/2023	\$ 705.55
HACT	3415	500157	Check	1	2749	Tower Pizza	1/25/2023	\$ 519.58
HACT	3468	500158	Check	1	2767	Clark, Joan	1/31/2023	\$ 41.19
HACT	3465	500159	Check	1	1599	JOHNSON, RACHEL	1/31/2023	\$ 577.60
HACT	3466	500160	Check	1	2765	Rosallini's	1/31/2023	\$ 367.72
HACT	3467	500161	Check	1	2766	Wendt, Kari	1/31/2023	\$ 54.99
HACT	3480	500162	Check	1	1273	DETROIT LAKES HIGH SCHOOL	1/31/2023	\$ 9.75
HACT	3481	500163	Check	1	1724	MCCONE HERRING	1/31/2023	\$ 1,002.00

\$ 38,152.83

Bank	Pmt No	Check No	Pay Type	Grp	Code	Vendor	Date	Amount
MACT	3151	300013	Check	1	1597	JOHNSON, JESSICA	1/6/2023	\$ 94.01
MACT	3152	300014	Check	1	2066	SCHWEIGART, JOYCE	1/6/2023	\$ 668.34
MACT	3386	300015	Check	1	1597	JOHNSON, JESSICA	1/24/2023	\$ 26.52

\$ 788.87

Bank	Pmt No	Check No	Pay Type	Grp	Code	Vendor	Date	Amount
MW	2997		Wire	1	1202	CITY OF DETROIT LAKES	1/3/2023	\$ 1,113.51

MW	2998		Wire	1	1216	CONSTELLATION NEW ENERGY GAS D	1/3/2023	\$ 8,903.56
MW	3124		Wire	1	1757	MINNESOTA ENERGY RESOURCES	1/4/2023	\$ 10,175.73
MW	3125		Wire	1	1757	MINNESOTA ENERGY RESOURCES	1/4/2023	\$ 4,467.63
MW	3126		Wire	1	1757	MINNESOTA ENERGY RESOURCES	1/4/2023	\$ 466.82
MW	3127		Wire	1	1757	MINNESOTA ENERGY RESOURCES	1/4/2023	\$ 795.31
MW	3128		Wire	1	1757	MINNESOTA ENERGY RESOURCES	1/4/2023	\$ 239.59
MW	3129		Wire	1	1970	QUADIENT LEASING USA, INC.	1/4/2023	\$ 759.42
MW	3153		Wire	1	1039	AMAZON	1/6/2023	\$ 1,041.71
MW	3212		Wire	1	1180	CASH-WA DISTRIBUTING CO.	1/12/2023	\$ 1,946.59
MW	3213		Wire	1	1202	CITY OF DETROIT LAKES	1/12/2023	\$ 13,652.00
MW	3214		Wire	1	1202	CITY OF DETROIT LAKES	1/12/2023	\$ 178.63
MW	3215		Wire	1	1202	CITY OF DETROIT LAKES	1/12/2023	\$ 225.00
MW	3216		Wire	1	1202	CITY OF DETROIT LAKES	1/12/2023	\$ 4,947.57
MW	3217		Wire	1	2388	MINNESOTA DEPARTMENT OF REVENUE	1/12/2023	\$ 689.00
MW	3227		Wire	2	2293	INTERNAL REVENUE SERVICE	1/13/2023	\$ 201,940.81
MW	3228		Wire	2	2294	MINNESOTA REVENUE	1/13/2023	\$ 31,527.22
MW	3229		Wire	2	2295	PUBLIC EMPLOYEES RETIREMENT ASSOC	1/13/2023	\$ 27,774.65
MW	3230		Wire	2	2296	MN TEACHERS RETIREMENT ASSOC.	1/13/2023	\$ 127,057.30
MW	3231		Wire	2	2308	MINNESOTA STATE RETIREMENT SYS	1/13/2023	\$ 14,070.18
MW	3232		Wire	2	2312	AVIBEN	1/13/2023	\$ 37,563.31
MW	3242		Wire	1	1969	QUADIENT FINANCE USA, INC.	1/23/2023	\$ 1,000.00
MW	3355		Wire	1	1180	CASH-WA DISTRIBUTING CO.	1/17/2023	\$ 4,311.19
MW	3371		Wire	1	1039	AMAZON	1/20/2023	\$ 35.97
MW	3372		Wire	1	1133	BOND TRUST SERVICES CORPORATION	1/20/2023	\$ 2,899,040.63
MW	3373		Wire	1	1202	CITY OF DETROIT LAKES	1/20/2023	\$ 201.16
MW	3374		Wire	1	1202	CITY OF DETROIT LAKES	1/20/2023	\$ 14,471.21
MW	3375		Wire	1	1202	CITY OF DETROIT LAKES	1/20/2023	\$ 612.60
MW	3376		Wire	1	1202	CITY OF DETROIT LAKES	1/20/2023	\$ 768.60
MW	3377		Wire	1	1202	CITY OF DETROIT LAKES	1/20/2023	\$ 259.40
MW	3378		Wire	1	1202	CITY OF DETROIT LAKES	1/20/2023	\$ 415.05
MW	3379		Wire	1	1757	MINNESOTA ENERGY RESOURCES	1/20/2023	\$ 5,014.10
MW	3438		Wire	1	1039	AMAZON	1/26/2023	\$ 11,630.15
MW	3439		Wire	1	1180	CASH-WA DISTRIBUTING CO.	1/26/2023	\$ 2,276.98
MW	3440		Wire	1	1224	CORPORATE PAYMENT SYSTEMS	1/31/2023	\$ 6,767.30
MW	3441		Wire	2	2293	INTERNAL REVENUE SERVICE	1/30/2023	\$ 225,415.78

MW	3442		Wire	2	2294	MINNESOTA REVENUE	1/30/2023	\$ 36,831.95
MW	3443		Wire	2	2295	PUBLIC EMPLOYEES RETIREMENT ASSOC	1/30/2023	\$ 34,061.46
MW	3444		Wire	2	2296	MN TEACHERS RETIREMENT ASSOC.	1/30/2023	\$ 124,069.69
MW	3445		Wire	2	2308	MINNESOTA STATE RETIREMENT SYS	1/30/2023	\$ 14,060.18
MW	3446		Wire	2	2312	AVIBEN	1/30/2023	\$ 38,603.56
MW	3496		Wire	1	2389	MIDWEST BANK	1/31/2023	\$ 10.00
MW	3497		Wire	1	2389	MIDWEST BANK	1/31/2023	\$ 4.00
MW	3498		Wire	1	2389	MIDWEST BANK	1/31/2023	\$ 4.00
MW	3499		Wire	1	2389	MIDWEST BANK	1/31/2023	\$ 4.00
MW	3500		Wire	1	2389	MIDWEST BANK	1/31/2023	\$ 100.00
MW	3501		Wire	1	2389	MIDWEST BANK	1/31/2023	\$ 10.00
MW	3502		Wire	1	2390	AUTHORIZE.NET GATEWAY BILLING	1/31/2023	\$ 8.12
MW	3503		Wire	1	2391	BANKCARD	1/31/2023	\$ 127.89
MW	3504		Wire	1	2392	VANTIV BILLING / WORLDPAY	1/31/2023	\$ 68.87
MW	3505		Wire	1	2392	VANTIV BILLING / WORLDPAY	1/31/2023	\$ 89.15
MW	3506		Wire	1	2392	VANTIV BILLING / WORLDPAY	1/31/2023	\$ 133.30
MW	3507		Wire	1	2393	REVTRAK	1/31/2023	\$ 29.95
MW	3508		Wire	1	2394	TRANSFIRST AFFINETY	1/31/2023	\$ 252.18
MW	3509		Wire	1	2396	MERCHANT BANKCARD	1/31/2023	\$ 29.95
MW	3130	701699	Check	1	1049	ANDERSON COACH OF FRAZEE, INC.	1/4/2023	\$ 27,640.00
MW	3131	701700	Check	1	1759	MINNESOTA FLYERS GYMNASTICS, INC	1/4/2023	\$ 17,000.00
MW	3132	701701	Check	1	1891	OLANDER BUS SERVICE INC.	1/4/2023	\$ 181,739.60
MW	3133	701702	Check	1	2063	SCHULTZ BUS COMPANY	1/4/2023	\$ 96,621.95
MW	3144	701703	Check	1	2590	CAMRUD, CONNOR	1/5/2023	\$ 300.00
MW	3149	701704	Check	1	2686	DIEBOLD, MIKE	1/5/2023	\$ 139.00
MW	3150	701705	Check	1	2689	HANSON, MATT	1/5/2023	\$ 163.10
MW	3143	701706	Check	1	2551	JOHNSON, RICH	1/5/2023	\$ 125.50
MW	3147	701707	Check	1	2644	KOECK, ZACH	1/5/2023	\$ 139.00
MW	3145	701708	Check	1	2609	LENZEN, NICK	1/5/2023	\$ 300.00
MW	3146	701709	Check	1	2635	MILLER, DUSTIN	1/5/2023	\$ 227.25
MW	3148	701710	Check	1	2683	STENNES, MASON	1/5/2023	\$ 116.00
MW	3155	701711	Check	1	2690	ASKELSON, AIDEN	1/6/2023	\$ 60.00
MW	3156	701712	Check	1	2691	BOWER, DAVIAN	1/6/2023	\$ 60.00
MW	3164	701714	Check	1	2699	GOODRICH, HUDSON	1/6/2023	\$ 60.00
MW	3160	701716	Check	1	2695	HOUGLUM, JUDE	1/6/2023	\$ 75.00

MW	3158	701717	Check	1	2693	KRASLEY, ELI	1/6/2023	\$ 60.00
MW	3162	701718	Check	1	2697	KRAUS-OPITZ, GAVIN	1/6/2023	\$ 75.00
MW	3161	701719	Check	1	2696	KUEHN, COOPER	1/6/2023	\$ 75.00
MW	3154	701720	Check	1	2381	LENDE, KATRENA	1/6/2023	\$ 60.00
MW	3159	701721	Check	1	2694	SLIPER, JUSTIN	1/6/2023	\$ 75.00
MW	3165	701722	Check	1	2643	BIRKELAND, TIM	1/6/2023	\$ 173.75
MW	3169	701723	Check	1	2703	CARLISLE, JAYDEN	1/6/2023	\$ 150.00
MW	3168	701724	Check	1	2702	GULER, BRIAN	1/6/2023	\$ 150.00
MW	3166	701725	Check	1	2700	HELM, JAKE	1/6/2023	\$ 60.00
MW	3167	701726	Check	1	2701	KRUEGER, ALLEN	1/6/2023	\$ 150.00
MW	3170	701727	Check	1	2704	PETERSON, DAVID	1/6/2023	\$ 140.00
MW	3199	701728	Check	1	2586	BURNS, STEVE	1/10/2023	\$ 222.00
MW	3195	701729	Check	1	2433	DILLARD, MARY	1/10/2023	\$ 207.50
MW	3203	701730	Check	1	2713	EAU CLAIRE JAZZ INC.	1/10/2023	\$ 300.00
MW	3198	701731	Check	1	2578	ENGEL, ROD	1/10/2023	\$ 135.00
MW	3197	701732	Check	1	2551	JOHNSON, RICH	1/10/2023	\$ 100.00
MW	3200	701733	Check	1	2609	LENZEN, NICK	1/10/2023	\$ 120.00
MW	3201	701734	Check	1	2662	MARTINSON, RICK	1/10/2023	\$ 135.00
MW	3202	701735	Check	1	2706	Minnesota Band Directors Association	1/10/2023	\$ 350.00
MW	3196	701736	Check	1	2434	SLACK, DEB	1/10/2023	\$ 191.25
MW	3208	701737	Check	1	2576	BENHAM, RICK	1/12/2023	\$ 180.62
MW	3204	701738	Check	1	1211	COMMUNITY CO-OP OF LAKE PARK	1/12/2023	\$ 5,195.00
MW	3210	701739	Check	1	2710	GRAHAM, HUNTER	1/12/2023	\$ 140.00
MW	3206	701740	Check	1	2552	LEARY, CHRIS	1/12/2023	\$ 219.50
MW	3207	701741	Check	1	2560	MURPHY, BLAKE	1/12/2023	\$ 140.00
MW	3211	701742	Check	1	2722	PALUBICKI, MEGHAN	1/12/2023	\$ 180.62
MW	3209	701743	Check	1	2622	PASKEY, SHANE	1/12/2023	\$ 162.00
MW	3205	701744	Check	1	2243	WAGONER PORTRAIT STUDIO	1/12/2023	\$ 2,628.72
MW	3235	701745	Check	2	2287	AFSCME COUNCIL 65	1/13/2023	\$ 327.78
MW	3233	701746	Check	2	2285	AMERICAN FAMILY LIFE ASSURANCE CO	1/13/2023	\$ 224.78
MW	3237	701747	Check	2	2309	D. L. ATHLETIC FOUNDATION	1/13/2023	\$ 169.00
MW	3238	701748	Check	2	2310	D.L. PUBLIC EDUC FOUNDATION	1/13/2023	\$ 35.00
MW	3239	701749	Check	2	2327	IND. SCHOOL DISTRICT #22 - Flex Acct	1/13/2023	\$ 17,175.40
MW	3234	701750	Check	2	2286	MINNESOTA CHILD SUPPORT	1/13/2023	\$ 710.00
MW	3241	701751	Check	2	2363	MN SCHOOL EMPLOYEES ASSOC.	1/13/2023	\$ 186.22

MW	3240	701752	Check	2	2328	SUPPORT PAYMENT CLEARINGHOUSE	1/13/2023	\$	335.91
MW	3236	701753	Check	2	2292	UNITED WAY OF BECKER COUNTY	1/13/2023	\$	285.00
MW	3343	701850	Check	1	2667	BARBERG, HANNAH	1/17/2023	\$	30.00
MW	3341	701851	Check	1	2476	BARBERG, JOB	1/17/2023	\$	30.00
MW	3346	701852	Check	1	2717	BURNSIDE, LILY	1/17/2023	\$	90.00
MW	3339	701853	Check	1	2433	DILLARD, MARY	1/17/2023	\$	207.50
MW	3345	701854	Check	1	2692	ERB, JAMES	1/17/2023	\$	60.00
MW	3348	701855	Check	1	2727	GEISER, DUSTIN	1/17/2023	\$	265.00
MW	3344	701856	Check	1	2670	GULON, JOHN	1/17/2023	\$	30.00
MW	3342	701857	Check	1	2609	LENZEN, NICK	1/17/2023	\$	120.00
MW	3347	701858	Check	1	2726	MORTENSON, PEYTON	1/17/2023	\$	278.75
MW	3352	701859	Check	1	2731	NUDELL, ROB	1/17/2023	\$	150.00
MW	3354	701860	Check	1	2733	PEDERSON, DARREL	1/17/2023	\$	150.00
MW	3349	701861	Check	1	2728	ROGSTAD, QUINN	1/17/2023	\$	30.00
MW	3353	701862	Check	1	2732	SAMUELSON, CRAIG	1/17/2023	\$	150.00
MW	3340	701863	Check	1	2434	SLACK, DEB	1/17/2023	\$	191.25
MW	3351	701864	Check	1	2730	WHEELING, EMERY	1/17/2023	\$	30.00
MW	3350	701865	Check	1	2729	ZURN, CARLY	1/17/2023	\$	30.00
MW	3357	701866	Check	1	2643	BIRKELAND, TIM	1/19/2023	\$	173.75
MW	3358	701867	Check	1	2708	OKESON, MATTHEW	1/19/2023	\$	140.00
MW	3356	701868	Check	1	2636	SAVARY, DYLAN	1/19/2023	\$	140.00
MW	3359	701869	Check	1	1068	ARVIG COMMUNICATION SYSTEMS	1/20/2023	\$	2,547.91
MW	3360	701870	Check	1	1133	BOND TRUST SERVICES CORPORATION	1/20/2023	\$	950.00
MW	3362	701871	Check	1	1966	COLLEGE ENTRANCE EXAMINATION BOARD	1/20/2023	\$	324.00
MW	3366	701872	Check	1	2646	KIPPEN, JACK	1/20/2023	\$	80.00
MW	3370	701873	Check	2	2288	MADISON NATIONAL LIFE INSURANCE	1/20/2023	\$	2,739.89
MW	3361	701874	Check	1	1785	MN PEIP	1/20/2023	\$	321,060.70
MW	3369	701875	Check	1	2736	MORRISON, JUSTIN	1/20/2023	\$	192.00
MW	3367	701876	Check	1	2722	PALUBICKI, MEGHAN	1/20/2023	\$	221.25
MW	3365	701877	Check	1	2636	SAVARY, DYLAN	1/20/2023	\$	140.00
MW	3368	701878	Check	1	2735	SHEPHERD, MORGAN	1/20/2023	\$	304.50
MW	3363	701879	Check	1	2232	VERIZON WIRELESS	1/20/2023	\$	1,191.98
MW	3364	701880	Check	1	2243	WAGONER PORTRAIT STUDIO	1/20/2023	\$	360.48
MW	3380	701881	Check	1	2590	CAMRUD, CONNOR	1/23/2023	\$	120.00
MW	3383	701882	Check	1	2739	DURGIN, DOUG	1/23/2023	\$	223.00

MW	3381	701883	Check	1	2682	ISD # 51	1/23/2023	\$ 240.00
MW	3382	701884	Check	1	2737	NDSCS PERFORMING ARTS	1/23/2023	\$ 540.00
MW	3384	701885	Check	1	2740	SKIME, BRENDAN	1/23/2023	\$ 165.00
MW	3385	701886	Check	1	2741	STENSGARD, CHRISTIAN	1/23/2023	\$ 132.00
MW	3398	701887	Check	1	2744	BAKKE, BRIAN	1/24/2023	\$ 275.00
MW	3392	701888	Check	1	2667	BARBERG, HANNAH	1/24/2023	\$ 30.00
MW	3389	701889	Check	1	2476	BARBERG, JOB	1/24/2023	\$ 30.00
MW	3396	701890	Check	1	2742	CYR, PAUL	1/24/2023	\$ 275.00
MW	3387	701891	Check	1	2433	DILLARD, MARY	1/24/2023	\$ 167.50
MW	3393	701892	Check	1	2702	GULER, BRIAN	1/24/2023	\$ 150.00
MW	3390	701893	Check	1	2481	HAYES, SAVANNAH	1/24/2023	\$ 30.00
MW	3401	701894	Check	1	2747	MORRISON, BRIAN	1/24/2023	\$ 30.00
MW	3394	701895	Check	1	2726	MORTENSON, PEYTON	1/24/2023	\$ 275.00
MW	3400	701896	Check	1	2746	PENNICK, KOBY	1/24/2023	\$ 150.00
MW	3399	701897	Check	1	2745	RIEDEL, LOGAN	1/24/2023	\$ 150.00
MW	3388	701898	Check	1	2434	SLACK, DEB	1/24/2023	\$ 151.25
MW	3397	701899	Check	1	2743	SNOBLE, SCOTT	1/24/2023	\$ 275.00
MW	3391	701900	Check	1	2634	WELLER, BRENT	1/24/2023	\$ 275.00
MW	3395	701901	Check	1	2729	ZURN, CARLY	1/24/2023	\$ 30.00
MW	3431	701902	Check	1	2756	ARD, LORI	1/26/2023	\$ 120.00
MW	3427	701903	Check	1	2752	COURNIA, JAY	1/26/2023	\$ 175.75
MW	3424	701904	Check	1	2739	DURGIN, DOUG	1/26/2023	\$ 104.00
MW	3425	701905	Check	1	2750	EIDENSCHINK, SUZANNE	1/26/2023	\$ 25.71
MW	3419	701906	Check	1	2583	HAUKEBO, BETTY	1/26/2023	\$ 120.00
MW	3435	701907	Check	1	2760	ISD # 740	1/26/2023	\$ 200.00
MW	3426	701908	Check	1	2751	ISD #194	1/26/2023	\$ 275.00
MW	3418	701909	Check	1	2582	JENKINS, BROOKE	1/26/2023	\$ 225.00
MW	3417	701910	Check	1	2551	JOHNSON, RICH	1/26/2023	\$ 66.50
MW	3423	701911	Check	1	2644	KOECK, ZACH	1/26/2023	\$ 155.00
MW	3421	701912	Check	1	2609	LENZEN, NICK	1/26/2023	\$ 120.00
MW	3437	701913	Check	2	2288	MADISON NATIONAL LIFE INSURANCE	1/26/2023	\$ 2,217.82
MW	3432	701914	Check	1	2757	MAJERLE, JONATHAN	1/26/2023	\$ 262.00
MW	3434	701915	Check	1	2759	MOSER, TY	1/26/2023	\$ 225.00
MW	3428	701916	Check	1	2753	OLSON, JACK	1/26/2023	\$ 150.00
MW	3436	701917	Check	1	2761	REGION 8AA WRESTLING	1/26/2023	\$ 100.00

MW	3429	701918	Check	1	2754	SCHOSSOW, JEREMIE	1/26/2023	\$ 150.00
MW	3420	701920	Check	1	2584	SUTOR, DEB	1/26/2023	\$ 177.50
MW	3433	701921	Check	1	2758	WAYTASHEK, WESLEY	1/26/2023	\$ 222.00
MW	3422	701922	Check	1	2634	WELLER, BRENT	1/26/2023	\$ 225.00
MW	3430	701923	Check	1	2755	WOLD, JOHN	1/26/2023	\$ 150.00
MW	3449	701924	Check	2	2287	AFSCME COUNCIL 65	1/30/2023	\$ 299.30
MW	3447	701925	Check	2	2285	AMERICAN FAMILY LIFE ASSURANCE CO	1/30/2023	\$ 224.78
MW	3451	701926	Check	2	2309	D. L. ATHLETIC FOUNDATION	1/30/2023	\$ 189.00
MW	3455	701927	Check	2	2330	D.L. EDUCATION MINNESOTA (PARA)	1/30/2023	\$ 1,341.12
MW	3454	701928	Check	2	2329	D.L. EDUCATION MINNESOTA (TEACHER)	1/30/2023	\$ 20,186.35
MW	3452	701929	Check	2	2310	D.L. PUBLIC EDUC FOUNDATION	1/30/2023	\$ 35.00
MW	3448	701930	Check	2	2286	MINNESOTA CHILD SUPPORT	1/30/2023	\$ 710.00
MW	3456	701931	Check	2	2363	MN SCHOOL EMPLOYEES ASSOC.	1/30/2023	\$ 322.62
MW	3453	701932	Check	2	2328	SUPPORT PAYMENT CLEARINGHOUSE	1/30/2023	\$ 335.91
MW	3450	701933	Check	2	2292	UNITED WAY OF BECKER COUNTY	1/30/2023	\$ 285.00
MW	3461	701934	Check	1	2552	LEARY, CHRIS	1/30/2023	\$ 121.38
MW	3462	701935	Check	1	2560	MURPHY, BLAKE	1/30/2023	\$ 80.00
MW	3464	701936	Check	1	2762	SCHAEFER, MEGAN	1/30/2023	\$ 700.00
MW	3463	701937	Check	1	2645	STAPLES, TAYLOR	1/30/2023	\$ 121.38
MW	3478	701938	Check	1	2744	BAKKE, BRIAN	1/31/2023	\$ 143.75
MW	3473	701939	Check	1	2643	BIRKELAND, TIM	1/31/2023	\$ 135.00
MW	3476	701940	Check	1	2742	CYR, PAUL	1/31/2023	\$ 100.00
MW	3471	701941	Check	1	2578	ENGEL, ROD	1/31/2023	\$ 163.13
MW	3474	701942	Check	1	2710	GRAHAM, HUNTER	1/31/2023	\$ 135.00
MW	3469	701943	Check	1	2551	JOHNSON, RICH	1/31/2023	\$ 127.50
MW	3470	701944	Check	1	2552	LEARY, CHRIS	1/31/2023	\$ 165.00
MW	3475	701945	Check	1	2726	MORTENSON, PEYTON	1/31/2023	\$ 53.75
MW	3479	701946	Check	1	2768	SELE, NATE	1/31/2023	\$ 229.25
MW	3477	701947	Check	1	2743	SNOBLE, SCOTT	1/31/2023	\$ 45.00
MW	3472	701948	Check	1	2634	WELLER, BRENT	1/31/2023	\$ 23.75

\$ 4,634,107.32

BANK RECONCILIATION

1/31/23

BREMER BANK STATEMENT ENDING BALANCE	238,225.91
ADD: RECEIPTS DEPOSITED BUT NOT ON BANK STATEMENT	0.00
LESS: OPEN CHECKS NOT CLEARED	(22,719.62)
BANK ENDING STATEMENT BALANCE	<u>215,506.29</u>
BOOK BALANCE - PRIOR MONTH ENDING	225,219.21
ADD: RECEIPTS (FROM RECEIPTS REPORT)	28,439.91
LESS: PAYMENTS (CHECKS REPORT)	(38,152.83)
MISC FEES:	0.00
BOOK ENDING BALANCE	<u>215,506.29</u>

DIFFERENCE

Cash Flow - Earliest To Date

7/1/1998 through 2/2/2023

2/2/2023

Page 1

Category	7/1/1998- 2/2/2023
INFLOWS	
Uncategorized	0.00
005 I-ATH	23.99
006-JSA-SGA	0.00
007 INTERACT	2,570.91
010 I-BPA	942.02
015 I-BAND	15,075.34
016 I	0.00
016-HOSA	0.00
020 I-BANDCHOIR	0.00
025 I-BSB	411.92
030 I-BBB	6,603.60
040 I-GBB	-1,308.48
045 I-Cheer	51.66
050 I-CHOIR	6,858.98
051I All City Choir	0.00
053 I-CC	3,387.03
055 I-SKI	1,920.59
060 I-DANCE	10,634.81
065 I	0.00
070 I-FFA	18,703.60
075 I	0.00
080 I-FB	11,272.39
082 I-BGOLF	5,837.97
083 I-GGOLF	7,353.01
085 I-GYM	1,860.67
090 I	0.00
095 I-BHOC	14,094.28
096I-GHOC	3,218.81
097 I	0.00
100 I	0.00
102 I	0.00
103 I	0.00
105 I-NHS	954.00
110 I	0.00
115 I-NACLUB	5,361.78
116 I	0.00
117 I-Robotics	6,126.60
118 I	0.00
119	0.00
120 I-PROM	22,613.09
125- Trap	0.00
126 I-Trap Shooting	135.87
128 I-BSOC	2,213.15
129 I-GSOC	4,777.67
130 I	0.00
132 I-SB	13,743.63
133 I-SPAN	0.00
134 I	0.00
135 I-SPEECH	3,556.43

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

Previous Balance:			235,283.09
Checks and Payments	38	Items	
Deposits and Other Credits	18	Items	-25,497.09
Service Charge	0	Items	28,439.91
Interest Earned	0	Items	0.00
	0	Items	0.00
Ending Balance of Bank Statement:			238,225.91

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

Cleared Balance:			238,225.91
Checks and Payments	54	Items	
Deposits and Other Credits	0	Items	-22,719.62
			0.00
Register Balance as of 1/31/2023:			215,506.29
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Ending Balance:			215,506.29

Uncleared Transaction Detail up to 1/31/2023

Date	Num	Payee	Memo	Category	Cir	Amount	
1/25/2023	500147	ISD # 22	concession vouchers	040 I-GBB		-167.00	
1/25/2023	500149	Rachel Johnson	reimb team meals and parents night	040 I-GBB		-626.82	
1/25/2023	500151	SCOTT PIEPKORN	reimb for team meals, hotel, supplies,	096I-GHOC		-3,183.54	
1/25/2023	500152	Region 6 BPA	BPA Conference	010 I-BPA		-290.00	
1/25/2023	500153	Rogue Fitness	wt room inv 11125428	142- SPEEDSTRENGTH		-2,242.92	
1/25/2023	500155	Worlds Finest Chocolate	candy bar fundraiser inv91399895	050 I-CHOIR		-7,120.00	
1/31/2023	500158	Joan Clark	reimb for academy ambass snacks	141I-Link Crew		-41.19	
1/31/2023	500159	Rachel Johnson	reimb team meals	040 I-GBB		-577.60	
1/31/2023	500160	Rosallinis	team meal	030 I-BBB		-367.72	
1/31/2023	500161	Kari Wendt	reimb for BPA blazer	010 I-BPA		-54.99	
1/31/2023	500162	DETROIT LAKES HIGH SCHOOL	laker shop invoice	115 I-NACLUB		-9.75	
1/31/2023	500163	Mccone Herring	herring fundraiser bill	070 I-FFA		-1,002.00	
Total Uncleared Checks and Payments					54	Items	-22,719.62
Uncleared Deposits and Other Credits							
Total Uncleared Deposits and Other Credits					0	Items	0.00
Total Uncleared Transactions					54	Items	-22,719.62

BANK RECONCILIATION

1/31/23

BREMER BANK STATEMENT BALANCE	8,580.94
ADD: RECEIPTS DEPOSITED BUT NOT ON BANK STATEMENT	0.00
LESS: OPEN CHECKS NOT CLEARED	(17.69)
BANK ENDING STATEMENT BALANCE	<u>8,563.25</u>
BOOK BALANCE - PRIOR MONTH ENDING	8,684.21
ADD: RECEIPTS (FROM RECEIPTS REPORT)	667.91
LESS: PAYMENTS (CHECKS REPORT)	(788.87)
NSF CHECKS:	0.00
BOOK ENDING BALANCE	<u>8,563.25</u>
DIFFERENCE	0.00

BREMER BANK

PO Box 1000
Lake Elmo, MN 55042-1000

Last statement: December 31, 2022
This statement: January 31, 2023
Total days in statement period: 31

Page 1 of 2
XXXXXX2547
(0)

INDEPENDENT SCHOOL DISTRICT 22
MIDDLE SCHOOL ACTIVITY FUND
500 11TH AVE
DETROIT LAKES MN 56501

Direct inquiries to:
Your Local Branch or, 800-908-Bank
(2265)

Bremer Bank National Association
372 St Peter St
St Paul MN 55102

ON MARCH 1, 2023, TREASURY MANAGEMENT FEES WILL INCREASE AN AVERAGE OF 2%. THIS IS BEING DONE TO BETTER REFLECT THE CURRENT COST OF SERVICES. IF YOU HAVE QUESTIONS ABOUT THIS CHANGE, PLEASE CONTACT YOUR BANKER. THANK YOU FOR CHOOSING BREMER AS YOUR FINANCIAL PARTNER.

Community Business W/Interest

Account number	XXXXXX2547	Beginning balance	\$8,701.90
Low balance	\$8,579.42	Total additions	667.91
Average balance	\$8,964.84	Total subtractions	788.87
Avg collected balance	\$8,955	Ending balance	\$8,580.94
Interest paid year to date	\$1.52		

CHECKS

Number	Date	Amount	Number	Date	Amount
300013	01-06	94.01	300015	01-30	26.52
300014	01-25	668.34			

CREDITS

Date	Description	Additions
01-09	Deposit	300.00
01-09	Deposit	366.39
01-31	Interest Credit	1.52

DAILY BALANCES

Date	Amount	Date	Amount	Date	Amount
12-31	8,701.90	01-09	9,274.28	01-30	8,579.42
01-06	8,607.89	01-25	8,605.94	01-31	8,580.94

OVERDRAFT/RETURN ITEM FEES

	Total for this period	Total year-to-date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

IMPORTANT INFORMATION ABOUT YOUR STATEMENT

Please examine this statement immediately. Because you are in the best position to discover any problem, you agree to promptly examine your statement and report to us any problem on or related to your statement. We also recommend reviewing your transactions online every few days, including deposits, ATM withdrawals, recurring payments and debit card transactions. If you notice a questionable check or charge amount, contact us to resolve the issue as soon as possible. We will assume everything is correct unless you notify us in writing of any disagreement within 30 calendar days after we mail the statement, email the statement or make the statement available to you online.

FINANCE CHARGE: CREDIT LINE ACCOUNTS

Interest on Notes is computed on a 365/365 simple interest basis; that is, by applying the ratio of the Interest rate over the number of days in a year (365 for all years, including leap years), multiplied by the outstanding principal balance, multiplied by the actual number of days the principal balance is outstanding. All interest payable under this Note is computed using this method.

BILLING RIGHTS SUMMARY: IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR CREDIT LINE BILL

If you think your statement is wrong, or if you need more information about a transaction on your statement, write to us on a separate sheet at the address shown on your statement as soon as possible. We must hear from you no later than 60 days after we sent you the first statement on which the error or problem appeared. You can call us, but to preserve your rights we will need your information in writing. Please follow the instructions below.

In your letter, provide the following information:

- 1) Your name and account number;
- 2) The dollar amount of the suspected error;
- 3) A description of the error. Explain, if you can, why you believe there is an error. If you need more information, describe the item about which you are unsure.

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your statement that are not in question. While we investigate your question, we cannot report you as delinquent on the disputed amount or take any action to collect the amount you question.

SPECIAL RULE FOR CREDIT CARD PURCHASES (including debit card purchases authorized with a signature and are not PIN-based): If you have any issues with the quality of goods or services that you purchased with a credit card, or a debit card utilizing your signature to authorize the transaction, and have tried in good faith to correct the problem with the merchant, you may not have to pay the remaining amount due on the goods or services. This protection applies only when the purchase price of goods or services exceeds \$50.00 and the purchase was made in your home state or within 100 miles of your mailing address. If we own or operate the merchant, or if we communicated via mail the property or services, all purchases are protected regardless of amount or location of purchase.

ERROR RESOLUTION NOTICE FOR DEPOSIT ACCOUNTS

If you think your statement or receipt is wrong, if you need more information about a transfer listed on the statement or receipt, or in case of any errors or questions about your electronic transfers, contact us as soon as possible in one of the following ways:

- Call us at 800-908-BANK (2265), or
- Write to us on a separate sheet of paper at the address shown on your statement, or
- Email us in Online Banking (Customer Service > Contact Us)

We must hear from you no later than 60 days after we sent you the first statement on which the problem or error appeared. In your communication, provide the following information:

- 1) Your name and account number (if any);
- 2) The dollar amount of the suspected error;
- 3) A description of the error or transfer. Explain, if you can, why you believe there is an error. If you need more information, describe the item about which you are unsure.

If you tell us orally, we may require that you send us your inquiry in writing within ten (10) business days. We will determine whether an error occurred within ten (10) business days after we hear from you and will correct any error promptly. If we need more time, however, we may take up to 45 days to investigate your complaint or question. If we decide to do this, we will credit your account within ten (10) business days for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation. If we ask you to put your complaint or question in writing and we do not receive it within ten (10) business days, we may not credit your account.

For errors involving new accounts, point-of-sale or foreign-initiated transactions: We may take up to 90 days to investigate your complaint or question. For new accounts, we may take up to 20 business days to credit your account for the amount you think is in error. We will tell you the results within three (3) business days after completing our investigation. If we decide that there was no error, we will send you a written explanation. You may ask for copies of the documents that we used in our investigation.

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

Previous Balance:		8,701.90
Checks and Payments	3 Items	-788.87
Deposits and Other Credits	3 Items	667.91
Service Charge	0 Items	0.00
Interest Earned	0 Items	0.00
Ending Balance of Bank Statement:		8,580.94

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

Cleared Balance:		8,580.94
Checks and Payments	1 Item	-17.69
Deposits and Other Credits	0 Items	0.00

Register Balance as of 1/31/2023:

Checks and Payments	0 Items	8,563.25
Deposits and Other Credits	0 Items	0.00
Register Ending Balance:		8,563.25

Cleared Transaction Detail

Date	Num	Payee	Memo	Category	Clr	Amount
Cleared Checks and Payments						
1/6/2023	300013	Jessica Johnson	Caribou student reward trip	Team Awesome	R	-94.01
1/6/2023	300014	Joyce Schweigart	Battle of the Books	Library Media	R	-668.34
1/24/2023	300015	Jessica Johnson	K cups	Team Awesome	R	-26.52
Total Cleared Checks and Payments						-788.87
Cleared Deposits and Other Credits						
1/9/2023			Damien Society donation	Student Council	R	300.00
1/9/2023			candy grams	Student Council	R	366.39
1/31/2023		Interest Earned		Student Council	R	1.52
Total Cleared Deposits and Other Credits						667.91
Total Cleared Transactions						-120.96

MS Activity
2/1/2023

Uncleared Transaction Detail up to 1/31/2023

Date	Num	Payee	Memo	Category	Clr	Amount
Uncleared Checks and Payments						
4/21/2022	200122	Julie Bertson	mints	Quest		-17.69
Total Uncleared Checks and Payments						-17.69
Uncleared Deposits and Other Credits						
Total Uncleared Deposits and Other Credits						0.00
Total Uncleared Transactions						-17.69

Uncleared Transaction Detail after 1/31/2023

Date	Num	Payee	Memo	Category	Clr	Amount
Uncleared Checks and Payments						
			0 Items			0.00
Uncleared Deposits and Other Credits						
			0 Items			0.00
Total Uncleared Transactions						
			0 Items			0.00

PERSONNEL AGENDA

February 27, 2023

1) **Resignations:**

Joshua Bettcher– Spring Speed and Strength Coach, effective December 8, 2022.

William Blasczyk– Middle School Softball Coach, effective January 11, 2023.

Courtney Chezik– Middle School Paraprofessional, effective February 10, 2023.

Maggie Campbell– Rossman Special Education Teacher, effective end of 22-23 School Year.

Stacie Fulmer– Roosevelt Special Education Paraprofessional, effective February 24, 2023.

Jon Freeman– Cross Country Running Assistant Coach, effective February 9, 2023.

Jennifer Greydanus– Lincoln Paraprofessional, effective January 31, 2023.

Philip Kirchner– Junior Varsity Baseball Coach, effective January 18, 2023.

Taelor Kuhn– Rossman Latchkey Aide, effective March 2, 2023.

Chelsea Helliksen-Rodewald– Middle School Special Education Paraprofessional, Effective February 3, 2023.

Brett Maass– Middle School Football Coach, effective February 22, 2023.

Lauren Rud– Rossman Speech-Language Pathologist, effective end of 2022-2023 School year.

Preston Teske– Roosevelt Special Education Teacher, effective end of 2022-2023 School Year.

2) **Retirements:**

3) **Appointments:**

Marissa Bakke– Middle School Special Education Paraprofessional, at the rate of \$15.95 per hour, working up to 37.5 hours per week, effective February 13, 2023.

Jessica Carlson– Rossman Special Education Paraprofessional, at the rate of \$15.25 per hour, working 37.5 hours per week, effective February 6, 2023.

Krista Gumphrey–Lincoln Education Center Custodian, at the rate of \$16.44 per hour, working up to 29.75 hours per week, effective February 9, 2023.

Amy Johnson– Middle School Special Education Paraprofessional, at the rate of \$15.95 per hour, working up to 37.5 hours per week, effective February 6, 2023.

Bryan Larson– Middle School Custodian, at the rate of \$18.33 per hour, working 40 hours per week, effective February 20, 2023.

Emma Maquire– Head Varsity Softball Coach, at the rate of \$4,579.30 per season or 11% of Step 1, effective March 13, 2023.

Anna Moser– High School Assistant Varsity Girls Golf Coach, at the rate of \$3,027.43 per season, effective March 20, 2023.

Michael Scolley– High School Assistant Varsity Softball Coach, at the rate of \$2,914.10 per season, effective March 13, 2023.

Bradly Swiers– High School Special Education Paraprofessional, at the rate of \$15.25 per hour working up to 37.5 hours per week, effective February 6, 2023.

Bradly Swiers– 9th Grade Baseball Coach, at the rate of \$2,497.80 per season, effective February 13, 2023.

Aaron Wittrock– High School Custodian, at the rate of \$18.33 per hour working up to 40 hours per week, effective January 30, 2023.

4) Amended Assignment:

Lori Hagen– Rossman Food Service Worker, is amending her assignment from 5.25 hours per day to 3.5 hours per day, effective January 1, 2023.

Tiffany Heim– Roosevelt Special Education Paraprofessional is amending her assignment from 5.75 hours per day to 7.5 hours per day, effective January 26, 2023.

Matt Huberty– Junior Varsity Baseball Coach is amending his assignment from .55 of 9% Step 2, to 1.0 of 7% Step 2 \$2,965.90, effective March 13, 2023.

Deb Marweg– Rossman Food Service Worker, is amending her assignment from 3.5 hours per day to 5.5 hours per day, effective January 1, 2023.

Abigail Voz– Lincoln Education Center Educational Assistant is amending her assignment from Long term Sub to Educational Assistant at the rate of \$15.95 per hour, effective January 3, 2023.

5) Leave of Absence:

Andrea Leitheiser– Rossman Special Education Paraprofessional is requesting a leave of absence starting April 11, 2023 through May 25, 2023.

6) Terminations:

7) Sixth Period Pay:

Mitchell Benson– High School Science Teacher, assigned a sixth class for the spring 2023 semester.

Jennifer Burnside– High School English Teacher, assigned a sixth period for the spring 2023 semester.

Carrie Carlson– High School English Teacher, assigned a sixth period for the spring of 2023 semester.

Lisa Conzemius– High School Math Teacher, assigned a sixth period for the spring 2023 semester.

Claire Danner– High School Art Teacher, assigned a sixth period for the spring 2023 semester.

Mary Haus– High School Spanish Teacher, assigned a sixth period for the spring 2023 semester.

Braeden Hogie– High School Business Teacher, assigned a sixth period for the spring 2023 semester.

Lisa Ito– High School Science teacher, assigned a sixth period for the spring 2023 semester.

Dan Jorgenson– High School Industrial Tech, assigned a sixth period for the spring 2023 semester.

Gene Snetsinger– High School Industrial Tech, assigned a sixth period for the spring 2023 semester.

Karen Trout– High School Math Teacher, assigned a sixth class for the spring 2023 semester.

Amy VanValkenburg– High School FACS Teacher, assigned a sixth class for the spring 2023 semester.

Date Adopted:	File Number:
Date Revised: 12/11/2017, <u>01/23/22</u>	Detroit Lakes Policy - 601

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: ~~Minn. Stat.~~ Minnesota Statutes section § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. Minnesota Statutes section § 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and the federal law and are aligned with creating the world’s best workforce.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. “Curriculum” means district or school adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.
- D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under ~~Minn. Stat. §~~Minnesota Statutes ~~section~~ 120B.30, ~~Subd.~~Subdivision 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experimental learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
- [Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]*
2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college

readiness and leading to the world's best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under ~~Minn. Stat. §Minnesota Statutes section~~ 123B.147, ~~Subdivision~~Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under ~~Minn. Stat. §Minnesota Statutes section~~ 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, 122A.41, Subd. 5;

[Note: MSBA/MASA Model Policy 616 address this requirement.]

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:

[Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]

- a. reading, writing, speaking, listening, and viewing in the English language;
- b. mathematical and scientific concepts;

- c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance through visual and verbal images, music, literature, world languages, movement, and the performing arts.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.;
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;

- f. exercising ethical behavior.
- 5. Students will be given the opportunity to acquire human relations skills necessary to:
 - a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

[Note: School district and site goals example courtesy of the Winona School District.]

C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student’s reading progress and needs.

- 1. The school district ~~shall~~must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level ~~before the end of the current school year. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students’ areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment~~Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
- 2. ~~At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia,

unless a different reason for the reading difficulty has been identified.

- ~~a. student's reading proficiency as measured by a locally adopted assessment;~~
- ~~b. reading-related services currently being provided to the student; and~~
- ~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~

- ~~3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections. Reading assessments in English and in the predominant languages of districts, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~
- ~~4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
 - ~~(a) A summary of the district's efforts to screen for dyslexia;~~
 - ~~(b) The number of students screened for that reporting year; and~~
 - ~~(c) The number of students demonstrating characteristics of dyslexia for that year.~~~~
- ~~5. A student identified as having a reading difficulty must be provided alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.~~
- ~~6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - ~~a. the student's reading proficiency as measured by a locally adopted assessment~~
 - ~~b. reading-related services currently being provided to the student and~~~~

- the student's progress; and
c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.
8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as a measure by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

- Legal References:** Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)

Minn. Stat §. 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)

20 U.S.C. § 5801, *et seq.* (National Education Goals ~~2000~~)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEP's, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

Date Adopted: 03/09/98	File Number:
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602 - ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning for the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.

[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Commissioner of Education under Minnesota Statutes section Minn. Stat. § 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § Minnesota Statutes section 122A.40, subdivisions Subds. 7 and 7a, or Minn. Stat. § Minnesota Statutes section 122A.41, Subdivisions. 4 and 4a, the school district shall adopt as its school

calendar a total of 240 days of student instruction and staff development, of which the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the calendar year.]

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under ~~Minn. Stat. §~~[Minnesota Statutes section](#) 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section III.B.1.
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.

- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to normal school start time that students will need to following the e-learning day plan for that day.
- G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Legal References: Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; HoursDays of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

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Date Revised: 09/11/00; 12/11/17	Detroit Lakes Policy - 603

603 - CURRICULUM DEVELOPMENT

[Note: Minn. Stat. §Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 6187-620 provide procedures to further implement the requirements of Minn. Stat. §Minnesota Statutes section 120B.11.]

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

~~A.~~ The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Time-lines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

IV. District Advisory Committee

A. The school board shall establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

B. ~~B.~~—The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

C. The district advisory committee shall pursue community support to accelerate the academic and native literacy and achievement of English learners with varied need, from

young children to adults, consistent with Minnesota Statutes section 124D.59, subdivisions 2 and 2a.

D. The district may establish site teams as subcommittees of the district advisory committee

E. The district advisory committee shall recommend to the school board:

a. Rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes section 120B.11, subdivision 1a, section 120B.022, subdivision 1a and 1b and section 120B.35

b. District assessments

c. Means to improve students' equitable access to effective and more diverse teachers, and

d. Program evaluations

F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

~~A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two thirds of advisory committee members.~~

V. School Site Team

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communications, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. Curriculum Development Process

AC. Within the ongoing process of curriculum development, the following needs shall be addressed:

1. Provide for articulation of courses of study from kindergarten through grade twelve.
2. Identify minimum objectives for each course and at each elementary grade level.
3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.

4. Provide a program for ongoing monitoring of student progress.
5. Provide for specific, particular and special needs of all members of the student community.
6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
8. Meet all applicable requirements of the Minnesota Department of Education and federal law.

B. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minnesota Statutes section 120B.12, Subd. 2.

C. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.

D. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.

E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently ~~No~~ Later than the End of Grade 3)
Minn. Rules 3500.0550 (Inclusive Educational Program)
Min. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for

Mathematics)

Minn. Rules Part ~~3501.0820s 3501.0800 3501.0815~~ (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

~~Minn. Rules Parts 3501.1000 3501.1190 (Graduation Required Assessment for Diploma)(repealed Minn. L. 2013, Ch. 116, Art. 2 § 22)~~

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 605 (Alternative Programs)

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

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

~~MSBA/MASA Model Policy 617 (School District Insurance of Preparatory and High School Standards)~~

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

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Date Adopted: 03/09/98	File Number: Detroit Lakes Policy - 604
Date Revised: 09/11/00, <u>01/23/22</u>	

604 - INSTRUCTIONAL CURRICULUM

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
1. Language arts and Basic communication skills including reading and writing, literature, and fine arts;
 2. Mathematics and science;
 3. Social studies, including history, geography, economics, and government, and citizenship that includes civics (see II.I.); and
 4. Health and physical education;
 5. The arts;
 6. Career and technical education; and
 7. World languages.
4. *[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with ~~Minn. Stat. §Minnesota Statutes section 120B.022, Subdivision- 1.]~~*
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual

arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E.€. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- FD. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

III. PARENTAL AND CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

IV. CPR AND AED INSTRUCTION

—The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under

this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

V. COLLEGE AND CAREER PLANNING

A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

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

training.

- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

VI. CIVICS TEST

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

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

Legal References: [Minn. Stat. § 120A.22 \(Compulsory Instruction\)](#)
[Minn. Stat. § 120B.20 \(Parental Curriculum Review\)](#)
[Minn. Stat. § 120B.021 \(Required Academic Standards\)](#)
[Minn. Stat. § 120B.022 \(Elective Standards\)](#)
[Minn. Stat. § 120B.125 \(Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans\)](#)
[Minn. Stat. § 120B.234 \(Child Sexual Abuse Prevention Education\)](#)
[Minn. Stat. § 120B.236 \(Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction\)](#)

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

Date Adopted: 03/09/98	File Number: Detroit Lakes Policy - 605
Date Revised: 03/09/2015, <u>01/23/22</u>	

605 - ALTERNATIVE ~~PROGRAMS~~EDUCATIONAL SERVICES

I. PURPOSE

The purpose of this policy is to recognize the need for alternative educational ~~al~~services~~programs~~ for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative ~~educational services~~program~~options~~ for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school ~~district~~board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

~~A.~~ A. — Any student who is 17 years old who seeks to withdraw from school, the student's parent or guardian must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and must sign a written election to withdraw from school.

B. It shall be the responsibility of the superintendent to identify alternative ~~educational~~program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative ~~educational~~services~~programs~~. The superintendent shall, through cooperative efforts with other schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the school board.

B. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41 (Definitions – ~~Alternative Educational Services~~)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123.06 (State-Approved Alternative Programs and Services)

Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References: MSBA Model Policy 603 (Curriculum Development)
MSBA Model Policy 604 (Instructional Curriculum)

Date Adopted: 03/09/98	File Number: Detroit Lakes Policy - 606
Date Revised: 01/10/05; 05/15/06, <u>1/23/22</u>	

606 - TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials ~~that~~which:
1. support the goals and objectives of the education programs;
 2. consider the needs, age and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget; and
 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes section~~Minn. Stat. §~~ 124D.61.
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the

Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

PARENT REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR LIBRARY MATERIALS

Informal Request for Reconsideration of Instructional or Library Materials

Parents/guardians of school district students directly impacted by the use of instructional or library materials, or students directly impacted by the use of instructional or library materials may request the reconsideration of use of the instructional or library materials. Reconsideration requests are only considered if the person requesting has a student directly impacted by the use of the material. Every effort shall be made to resolve the expressed concerns at an informal building level.

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All complaints, expressions of concern, or requests for reconsideration regarding an instructional or library resource made by parents/guardians of school district students directly impacted by the use of instructional or library materials, or students directly impacted by the use of an instructional or library materials shall be addressed to the building principal.

The principal will notify the teacher and/or the library media specialist using the material and arrange a meeting of the concerned parents/guardians/student, the teacher and/or librarian.

The principal will meet with the concerned parents/guardians of school district students directly impacted by the use of an instructional or library materials, or students directly impacted by the use of an instructional or library materials and the teacher or librarian using the material, as well as additional staff at the principal's discretion. The principal will explain the district's selection procedure and criteria and will note the qualifications of the staff involved in the selection of the resource. The place and significance of the resource in the educational program and additional information regarding its use shall be given to the individual(s) registering the concern. School personnel will listen to and respond to the concerns of the parent, guardian, or student.

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All high school (9-12) teachers must include in their course syllabi a listing of the assigned whole class literature/novels that will be read during the course. If additional whole class literature/novels are added to a course after the syllabi has been distributed, all high school (9-12) teachers must send a memo home to parents with the titles of the additional whole class literature/novels. All staff (K-12) must provide alternative literature selections if a parent, guardian, or student expresses a concern about the assigned whole class literature/novel, has participated in the Informal Request for Reconsideration of Instructional or Library Materials, and the Informal Request for Reconsideration of Instructional or Library Materials has not addressed the parent, guardian, or student's concerns.

Formal Request for Reconsideration of Instructional or Library Materials

If the informal request for reconsideration of an instructional / classroom / library resource is deemed unsatisfactory by the parents/guardians/student bringing the concern, or the teacher and/or the library media specialist using the material, the building principal will see that the parent or guardian or the teacher and/or the library media specialist using the material receives the district form Request for Reconsideration of Instructional or Library Materials .

The form should be returned to the building principal within 10 working days of the conclusion of the informal request for reconsideration. The building principal will forward the form to the Director of Curriculum and Instruction within 5 working days with a summary of the informal process to that point. Materials shall remain in use pending the outcome of the formal request for reconsideration process.

- - A copy of the item under consideration may be given to the concerned party. The item must be returned. The borrower will be billed for the replacement cost of the item if it is not returned.
- - If the deadlines listed in this policy are past, the complainant waves his/her right to move the complaint to the next level.
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Within 5 working days of receipt of a request to formally reconsider the selection of material used in classroom instruction or available to students in the library, the Director of Curriculum and Instruction will contact the parent, guardian, or student directly impacted by the use of the instructional material to calendar the review of the material. Formal reconsiderations will be processed in the order in which they are received. No requests for reconsideration of instructional materials will be entertained if the district has already reviewed the matter in the current or previous year.

District Materials Review Committee Membership

The committee may request input from additional instructional or administrative staff if the selection or use of the material involves a specific grade level, content area, or students with special needs, as well as call on expertise in the community. The committee will meet as needed to hear the complaint and reconsider its selection for use in the district.

There will be a standing district committee named to handle requests for reconsideration of classroom and/or library materials. The Director of Curriculum and Instruction will facilitate the selection of the standing district committee with input from various groups (e.g. district's administration, district's media staff, district's teachers, parent representative) to serve two year staggered terms. This committee will meet only as

needed. There may be cases, depending on the level from which the reconsideration request is being made in which only some members of the committee will be asked to review a case.

- Director of Curriculum and Instruction (Committee Facilitator)
- Superintendent
- Library Program Staff if pertaining to library materials
- Elementary Principal
- Middle School Principal
- High School Principal
- Director of Special Education
- Elementary Teacher
- Teacher of Special Education
- Middle School Teacher
- High School Teacher
- Instructional Coach
- Parent representatives
- Community at large
- Clergy
- Board members
- Additional district staff as needed

Committee Procedure for Formal Reconsideration

All members of the committee will receive a copy of the request with any supporting materials submitted by the complainant and/or the district.

- All members of the committee will read/view the work.
- The committee will meet with the complainant who will present their concerns about its selection and use.
- The material in question will be viewed as a whole and will not be judged on individual, specific passages.
- The material in question will be reconsidered in light of the district's selection criteria, rationale for selection by district personnel, reviews from accepted sources, general acceptance of the material as well as concerns from the complainant.
- The committee will determine the process by which it will make a decision on the selection and use of the material in question.
- The deliberations of the committee will be closed and is not a public meeting.
- The committee will make a decision on the selection and use of the material in question. The Director Curriculum and Instruction will prepare a committee report which will be signed by members of the committee.

- A letter of notification of the committee’s decision will be sent to the complainant within 10 working days of the committee’s decision by the Superintendent. It will include a copy of the committee report.
- A copy of the report will be sent to the principal and instructor of the building where the reconsideration request originated.
- A copy of the report will be on file.

Appeal Of District Committee’s Decision on Reconsideration of Challenged Materials:

If the parent, guardian, or student who initiated a formal request for reconsideration chooses to appeal the committee’s decision to the superintendent, a request to do so should be submitted in writing to the Director of Standards Based Instruction, within 15 days of receiving the committee’s decision, who will forward the appeal request to the Associate Superintendent. The Director of Curriculum and Instruction will present the appeal request to the Superintendent, whose decision is final.

If the deadlines listed in this policy are past, the complainant waves their right to move the complaint to the next level.

Request For Reconsideration of Educational Materials

Completion of this form is the first step in the district procedure established for the reconsideration of classroom or library materials. Please return the completed form to the building principal.

Name of Individual requisition reconsideration of educational material:

Phone number:

Name of enrolled student for whom the request is being made:

School building attended by student:

Has the principal been notified and a conversation been held? Please provide the date:

Material Type:

- Book
- Textbook
- Newspaper/Periodical
- Video
- Audio recording
- Online program
- Website
- Other

Title of the educational material which you would like to be reconsidered:

Author / Producer:

What brought this material to your attention?

-
-

In what way is the material used?

- Classroom assigned reading / viewing
- Classroom supplemental reading / viewing
- Student choice

Have you read/examined/viewed the entire resource? (If less than the whole, please explain)

-
-

Have you read any reviews about this resource? Who wrote the review and where was it located?

What are your concerns about the use of this resource? Please provide the exact location of the objectionable material (page numbers in a book, screens in a software application, or scenes in a video).

-
-
-

What do you think might result from continued use of this material?

-
-
-

Are there any conditions under which you believe this material might be used with value in the instructional program? Please explain.

-
-

Was an alternative available to the student for use in place of this resource once a request was made? (Please explain)

-
-
-

What do you suggest be done with this material?

What alternatives to this resource can you suggest?

Legal References: Minn. Stat. § 120A.22 Subd. 9 (Compulsory Instruction-~~Curriculum~~)
Minn. Stat. § 123B.02 Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. 123.09, Subd. 8 (School Board responsibilities)
Minn. Stat. § 124D.59-124D.61 (~~Education for English Learners Act~~~~Limited English Proficiency~~)
Minn. Stat. 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, ~~108 S.Ct. 562, 98 L.Ed. 592~~ (1988)
Board of Educ. v. Barnette, 319 U.S. 589, 875 S.Ct. 675, 17 L.Ed. 2d 629 (1967)
Pratt v. Independent Sch. Dist, No. 831, 670 F.2d 771 (8th Cir. 1982)
Webster v. New Lenox Sch. Dist., 917 F.2d 1004 (7th Cir. 1990)

Cross References: MSBA Model Policy 603 (Curriculum Development)
MSBA Model Policy 604 (Instructional Curriculum)

Date Adopted: 03/09/98	File Number: Detroit Lakes Policy - 607
Date Revised: 05/15/06, <u>01/23/22</u>	

607 - ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to address the groupings of grade levels as recognized in Minnesota Statutes section~~Minn. Stat. §~~ 120.05 (public schools), as follows:

Elementary:	prekindergarten through 5
Middle:	Grades 6 through 8
Senior High	Grades 9 through 12

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

III. DEFINITIONS

A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 11, 13, 17 (~~Definitions~~Public Schools)
Minn. Stat. § 120A.20, Subd. 4 (Admission to Public School)
Minn. Stat. 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References: None

Date Adopted: 03/09/98	File Number: Detroit Lakes Policy - 608
Date Revised: 8/11/03; 05/15/06, 5/10/10	

608 - INSTRUCTIONAL SERVICES — SPECIAL EDUCATION

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified children are provided special instruction and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.
- D. It is the policy of Detroit Lakes Public School District that every child ages three to seven who has a substantial developmental delay or an identifiable physical or mental condition known to hinder normal development as defined by the standards of the state board shall continue to be a child with a disability and shall receive appropriate special education and related services.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (~~Definition of~~ Child with a Disability Defined)
Minn. Stat. §§ 125A.027 (~~Rulemaking~~);
Minn. Stat. § 125A.03 (Special Instruction for Children with a Disability); ~~125A.03,~~
Minn. Stat. § 125A.08 (Individualized Education Programs);
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility); and
Minn. Stat. § 125A.29 (Responsibilities of County Boards and School Boards~~District~~
Obligations)

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education ~~Improvement~~ Act of 2004)

Cross References: MSBA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA Model Policy 508 (Extended School Year for Certain Students with
Individual Education Plans)
MSBA Model Policy 509 (Enrollment of Nonresident Students)
MSBA Model Policy 521 (Student Disability Nondiscrimination)

Date Adopted: 03/09/98	File Number: Detroit Lakes Policy - 609
Date Revised: 09/11/00, 12/14/2009, <u>01/23/22</u>	

609 - RELIGION

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any religious belief or non belief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

- A. It shall be the responsibility of the superintendent to ensure that the study of religious materials, customs, beliefs and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.

3. The activity must not foster excessive governmental relationships with religion.
 4. Notwithstanding the foregoing guidelines, reasonable efforts ~~must~~will be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance. ~~attendance at school for the purpose of religious instruction or~~ The school district must provide annual notice to parents of this policy ~~observance of religious holidays.~~
- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References: U. S. Const., amend. I
Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence ~~f~~From School for Religious Observance)
Good News Club v. Milford Central School, 533 U.S. 98, ~~121 S.Ct. 2093, 150 L.Ed.2d 151~~ (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251, ~~120 S.Ct. 2706~~ (2000)
Lemon v. Kurtzman, 403 U.S.602, ~~91 S.Ct. 2105, 29 L.Ed.2d 745~~ (1971)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 540 F.Supp.2d 1047 (E.D. Mo. 2008)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

Cross References: MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

DETROIT LAKES PUBLIC SCHOOLS 2022-2023 SENIORITY LIST

#	Name	File Folder	Entry	Certification	School	Cert.	FTE	Expires
1	Gilson, Michelle	269400	8/27/1986	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
1	Gilson, Michelle	269400	8/27/1986	Mild to Moderate Mentally Handicapped	Gr. K-12	Tier 4	1.0	2023
2	Hedstrom, Diana	309668	8/29/1990	Elementary Education	Gr. K-6	Tier 4	1.0	2023
2	Nielsen, Mindy	322714	8/29/1990	Elementary Education	Gr. 1-6	Tier 4	1.0	2028
3	Provo, Lisa	292620	8/28/1991	Elementary Education	Gr. K-6	Tier 4	1.0	2023
4	Ullyott, Robert	339760	9/2/1992	Coaching	Gr. 7-12	Tier 4	1.0	2026
4	Ullyott, Robert	339760	9/2/1992	Social Studies	Gr. 7-12	Tier 4	1.0	2026
4	Ullyott, Robert	339760	9/2/1992	Physical Education	Gr. K-12	Tier 4	1.0	2026
4	Eiter, Terry	306223	9/2/1992	Coaching (Three Year- LOA) 2022-23, 2023-24, 2024-25	Gr. 7-12	Tier 4	1.0	2026
4	Eiter, Terry	306223	9/2/1992	Social Studies (Three Year- LOA) 2022-23, 2023-24, 2024-25	Gr. 7-12	Tier 4	1.0	2026
4	Eiter, Terry	306223	9/2/1992	Physical Education (Three Year- LOA) 2022-23, 2023-24, 2024-25	Gr. K-12	Tier 4	1.0	2026
4	Gulon, Samantha	341078	9/2/1992	Coaching	Gr. 7-12	Tier 4	1.0	2025
4	Gulon, Samantha	341078	9/2/1992	English/Language Arts	Gr. 7-12	Tier 4	1.0	2025
5	Fode, Rhonda	333851	9/24/1992	Elementary Education	Gr. 1-6	Tier 4	1.0	2025
5	Fode, Rhonda	333851	9/24/1992	Coaching	Gr. 7-12	Tier 4	1.0	2025
6	Freeman, Jon	306962	8/31/1993	Science 5-8	Gr. 5-8	Tier 4	1.0	2024
6	Freeman, Jon	306962	8/31/1993	Science 5-9	Gr. 5-9	Tier 4	1.0	2024
6	Freeman, Jon	306962	8/31/1993	Coaching	Gr. 7-12	Tier 4	1.0	2024
6	Freeman, Jon	306962	8/31/1993	Life Sciences	Gr. 9-12	Tier 4	1.0	2024
6	Freeman, Jon	306962	8/31/1993	Physical Education	Gr. K-12	Tier 4	1.0	2024
6	Schnathorst, Vern	336131	8/31/1993	Business Education - ALL -	Gr. 7-12	Tier 4	1.0	2024
6	Schnathorst, Vern	336131	8/31/1993	Coaching	Gr. 7-12	Tier 4	1.0	2024
6	Schnathorst, Vern	336131	8/31/1993	Teacher/Coordinator Work Based Lrng	Gr. 9-12	Tier 4	1.0	2024
6	Schnathorst, Vern	336131	8/31/1993	Administrative Support Occupations	High School	Tier 4	1.0	2024
6	Squires, Alan	322332	8/31/1993	Industrial Arts	Gr. 5-12	Tier 4	1.0	2027
6	Squires, Alan	322332	8/31/1993	Coaching	Gr. 7-12	Tier 4	1.0	2027
7	Odegaard-Bliss, Emily	320217	9/20/1993	Pre-Kindergarten	Pre K	Tier 4	1.0	2026
7	Odegaard-Bliss, Emily	320217	9/20/1993	Elementary Education	K-6	Tier 4	1.0	2026
8	Nunn, Shad	349250	1/19/1994	Coaching	Gr. 7-12	Tier 4	1.0	2023
8	Nunn, Shad	349250	1/19/1994	Mathematics	Gr. 7-12	Tier 4	1.0	2023
9	Trout, Karen	352820	8/30/1994	Coaching	Gr. 7-12	Tier 4	1.0	2027
9	Trout, Karen	352820	8/30/1994	Mathematics	Gr. 7-12	Tier 4	1.0	2027
9	Trout, Karen	352820	8/30/1994	Physical Sciences (Physics & Chemistry)	Gr. 7-12	Tier 4	1.0	2027
9	Conzemius, Lisa	320349	8/30/1994	Coaching	Gr. 7-12	Tier 4	1.0	2027
9	Conzemius, Lisa	320349	8/30/1994	Mathematics	Gr. 7-12	Tier 4	1.0	2027
9	Vagle, Thomas	325824	8/30/1994	Coaching	Gr. 7-12	Tier 4	1.0	2023
9	Vagle, Thomas	325824	8/30/1994	Physical Sciences (Physics & Chemistry)	Gr. 7-12	Tier 4	1.0	2023
9	Ritter, Kristi	335333	8/30/1994	Learning Disabilities	Gr. K-12	Tier 4	1.0	2024
9	Ritter, Kristi	335333	8/30/1994	Mild to Moderate Mentally Handicapped	Gr. K-12	Tier 4	1.0	2024
9	VonRuden, Mary	329546	8/30/1994	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
10	Vagle, Linda	346338	8/29/1995	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
10	Vagle, Linda	346338	8/29/1995	Coaching	Gr. 7-12	Tier 4	1.0	2023
10	Vagle, Linda	346338	8/29/1995	Life Sciences	Middle School	Tier 4	1.0	2023
10	Vagle, Linda	346338	8/29/1995	Mathematics	Middle School	Tier 4	1.0	2023
10	Vagle, Linda	346338	8/29/1995	Social Studies - ALL -	Middle School	Tier 4	1.0	2023
10	Daly, Pamela	336822	8/29/1995	English/Language Arts	Gr. 7-12	Tier 4	1.0	2023
11	Harrier, Cali	363488	8/27/1996	Coaching	Gr. 7-12	Tier 4	1.0	2024
11	Harrier, Cali	363488	8/27/1996	Physical Education	Gr. K-12	Tier 4	1.0	2024
11	Harrier, Cali	363488	8/27/1996	Developmental/Adaptive Physical Education	Pre K-12	Tier 4	1.0	2024

DETROIT LAKES PUBLIC SCHOOLS 2022-2023 SENIORITY LIST

#	Name	File Folder	Entry	Certification	School	Cert.	FTE	Expires
11	Oistad, Barbara	327423	8/27/1996	Coaching	Gr. 7-12	Tier 4	1.0	2023
11	Oistad, Barbara	327423	8/27/1996	English/Language Arts	Gr. 7-12	Tier 4	1.0	2023
11	Jones-Johnson, Paula	338699	8/27/1996	School Social Worker	Pre K-12	Tier 4	1.0	2025
12	Meyer, David	345366	8/26/1997	Coaching	Gr. 7-12	Tier 4	1.0	2027
12	Meyer, David	345366	8/26/1997	Physical Education	Gr. K-12	Tier 4	1.0	2027
13	Gloege, Kari	374712	8/28/1998	Elementary Guidance & Counseling	Gr. 1-6	Tier 4	1.0	2026
13	Gloege, Kari	374712	8/28/1998	Middle School Guidance & Counseling	Middle School	Tier 4	1.0	2026
13	Marcus, Kathryn	374272	8/28/1998	Emotionally/Behaviorally Disordered	Gr. K-12	Tier 4	1.0	2026
13	Marcus, Kathryn	374272	8/28/1998	Learning Disabilities	Gr. K-12	Tier 4	1.0	2026
13	Henderson, Anita	376536	8/28/1998	Speech Language Pathologist	PreK-12	Tier 4	1.0	2026
13	Boe, Kimberly	371848	8/28/1998	Visual Arts	K-12	Tier 4	1.0	2026
14	Bettcher, Joshua	358172	9/1/1999	Coaching	Gr. 7-12	Tier 4	1.0	2023
14	Bettcher, Joshua	358172	9/1/1999	Life Sciences	Gr. 7-12	Tier 4	1.0	2023
14	Bettcher, Joshua	358172	9/1/1999	Principal K-12	Gr. K-12	Tier 4	1.0	2023
14	Bettcher, Joshua	358172	9/1/1999	Science 5-9	Middle School	Tier 4	1.0	2023
14	Lakin, Amy	384744	9/1/1999	Science 5-9	Gr. 5-9	Tier 4	1.0	2027
14	Lakin, Amy	384744	9/1/1999	Life Sciences	Gr. 7-12	Tier 4	1.0	2027
14	Lakin, Amy	384744	9/1/1999	Earth & Space Science	Gr. 9-12	Tier 4	1.0	2027
14	Kirchner, Philip	368661	9/1/1999	Coaching	Gr. 7-12	Tier 4	1.0	2027
14	Kirchner, Philip	368661	9/1/1999	Emotional Behavior Disorders	Gr. K-12	Tier 4	1.0	2027
14	Kirchner, Philip	368661	9/1/1999	Physical Education	Gr. K-12	Tier 4	1.0	2027
14	Geer-Green, Terri	296239	9/1/1999	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
14	Geer-Green, Terri	296239	9/1/1999	Coaching	Gr. 7-12	Tier 4	1.0	2023
14	Geer-Green, Terri	296239	9/1/1999	Social Studies - ALL -	Gr. 7-12	Tier 4	1.0	2023
14	Brager, Kara	377791	9/1/1999	Instrumental (Band/Orch) & Classroom Music	Gr. K-12	Tier 4	1.0	2028
14	Brager, Kara	377791	9/1/1999	Vocal & Classroom Music	Gr. K-12	Tier 4	1.0	2028
14	Burnside, Jennifer	377855	9/1/1999	Communication Arts/Literature	Gr. 7-12	Tier 4	1.0	2027
14	Burnside, Jennifer	377855	9/1/1999	English/Language Arts	Gr. 7-12	Tier 4	1.0	2027
14	Malchow, Kalan	338285	9/1/1999	Coaching	Gr. 7-12	Tier 4	1.0	2025
14	Malchow, Kalan	338285	9/1/1999	Social Studies - ALL -	Gr. 7-12	Tier 4	1.0	2025
14	Vinje, Rebecca	377912	9/1/1999	English/Language Arts	Gr. 7-12	Tier 4	1.0	2027
15	Baukol, DeAnna	333554	8/29/2000	Elementary Education	Gr. K-6	Tier 4	1.0	2026
15	Baukol, DeAnna	333554	8/29/2000	Principal K-12	District	Prof.Admin.	1.0	2023
15	Kvebak, William	388984	8/29/2000	Social Studies - ALL -	Gr. 7-12	Tier 4	1.0	2023
15	Freeman, Belinda	334157	8/29/2000	Elementary Education	Gr. K-6	Tier 4	1.0	2024
16	Lof, Christina	362248	8/28/2001	Elementary Education	Gr. 1-6	Tier 4	1.0	2024
16	Lof, Christina	362248	8/28/2001	Teacher/Coordinator Work Based Lrng	Gr. 9-12	Tier 4	1.0	2024
16	Lof, Christina	362248	8/28/2001	Learning Disabilities	Gr. K-12	Tier 4	1.0	2024
16	Richter, Doreen	325854	8/28/2001	Coaching	Gr. 7-12	Tier 4	1.0	2023
16	Richter, Doreen	325854	8/28/2001	Secondary Guidance & Counseling	Gr. 7-12	Tier 4	1.0	2023
16	Itzen, Rebecca	337350	8/28/2001	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
16	Itzen, Rebecca	337350	8/28/2001	Coaching	Gr. 7-12	Tier 4	1.0	2023
16	Perkins, Jill	357481	8/28/2001	Elementary Education	Gr. 1-6	Tier 4	1.0	2026
16	Jensen-Fritz, Sara	371034	8/28/2001	School Psychologist	Pre K-12	Tier 4	1.0	2027
17	Jorgenson, Dan	385087	8/27/2002	Industrial Arts	Gr. 5-12	Tier 4	1.0	2027
18	Skarie, Shelley	408710	10/1/2002	Parent & Family Education <i>(Two-Year LOA 2021-2023)</i>	Adult	Tier 4	1.0	2024
19	Zamzo, Steven	347581	8/26/2003	Elementary Education	Gr. 1-6	Tier 4	1.0	2025
19	Zamzo, Steven	347581	8/26/2003	Coaching	Gr. 7-12	Tier 4	1.0	2025
19	Haus, Mary	359381	8/26/2003	Spanish	Gr. 7-12	Tier 4	1.0	2024

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#	Name	File Folder	Entry	Certification	School	Cert.	FTE	Expires
19	Blom, Kristen	373633	8/26/2003	Elementary Education	Gr. 1-6	Tier 4	1.0	2026
20	Weaver, Dennis	393778	8/31/2004	Life Sciences	Gr. 7-12	Tier 4	1.0	2027
20	Weaver, Dennis	393778	8/31/2004	Chemistry	Gr. 9-12	Tier 4	1.0	2027
20	Weaver, Dennis	393778	8/31/2004	Earth and Space Science	Gr. 9-12	Tier 4	1.0	2027
20	Weaver, Dennis	393778	8/31/2004	Physics	Gr. 9-12	Tier 4	1.0	2027
20	Boeke, Amy	393840	8/31/2004	Elementary Education	Gr. K-6	Tier 4	1.0	2027
20	Boeke, Amy	393840	8/31/2004	Pre-Kindergarten	Pre-K	Tier 4	1.0	2027
20	Blow, Jacob	393328	8/31/2004	Health Education	Gr. 5-12	Tier 4	1.0	2027
20	Blow, Jacob	393328	8/31/2004	Physical Education	Gr. K-12	Tier 4	1.0	2027
20	Holland (Reading), Lynn	368891	8/31/2004	Emotional Behaviorally Disorders	Gr. K-12	Tier 4	1.0	2025
20	Holland (Reading), Lynn	368891	8/31/2004	Learning Disabilities	Gr. K-12	Tier 4	1.0	2025
20	Schramel, Jill	366944	8/31/2004	Speech - Language Pathologist	Pre K-12	Tier 4	1.0	2026
20	Jackson, Todd	373012	8/31/2004	Physical Education	Gr. K-12	Tier 4	1.0	2025
21	Courneya, Nicole	413950	8/30/2005	Elementary Education	Gr. 1-6	Tier 4	1.0	2025
21	Trowbridge, Heather	380977	8/30/2005	Instrumental (Band/Orch) & Classroom Music	Gr. K-12	Tier 4	1.0	2027
22	Eckhoff, Keith	428268	8/29/2006	Mathematics	Gr. 5-8	Tier 4	1.0	2027
22	Eckhoff, Keith	428268	8/29/2006	Elementary Education	Gr. K-12	Tier 4	1.0	2027
22	Stuewe, Jessica	414685	8/29/2006	Elementary Education	Gr. 1-6	Tier 4	1.0	2026
22	Stuewe, Jessica	414685	8/29/2006	Mathematics	Gr. 5-8	Tier 4	1.0	2026
22	Schuld, Anna	420984	8/29/2006	Elementary Education	Gr. K-6	Tier 4	1.0	2026
22	Schuld, Anna	420984	8/29/2006	Pre-Primary	Age 3-K	Tier 4	1.0	2026
22	Gag, Kelly	102918	8/29/2006	Occupational Therapy Practitioner		Tier 4	0.8	2025
22	Pender, Sara	405310	8/29/2006	School Counselor	Gr. K-12	Tier 4	1.0	2023
22	Fritz, Wendy	369756	8/29/2006	Speech/Language Pathologist	Pre K-12	Tier 4	1.0	2026
22	Heimark, Rian	363507	8/29/2006	Elementary Education	Gr. 1-6	Tier 4	1.0	2024
23	Swenson, Kristin	431477	9/11/2006	Physical Education	Gr. K-12	Tier 4	1.0	2027
24	Hanninen, Kelli	349173	8/27/2007	Elementary Education	Gr. 1-6	Tier 4	1.0	2027
24	Hanninen, Kelli	349173	8/27/2007	Coaching	Gr. 7-12	Tier 4	1.0	2027
24	Hanninen, Kelli	349173	8/27/2007	Health Education	Middle School	Tier 4	1.0	2027
24	Hanninen, Kelli	349173	8/27/2007	Mathematics	Middle School	Tier 4	1.0	2027
24	Hanninen, Kelli	349173	8/27/2007	Social Studies - ALL -	Middle School	Tier 4	1.0	2027
24	Hanninen, Kelli	349173	8/27/2007	Spanish	Middle School	Tier 4	1.0	2027
24	Flint, Robb	404178	8/27/2007	Health Education	Gr. 5-12	Tier 4	1.0	2027
24	Flint, Robb	404178	8/27/2007	Physical Education	Gr. K-12	Tier 4	1.0	2027
24	Flint, Robb	404178	8/27/2007	Developmental Adaptive Physical Education	Pre K-12	Tier 4	1.0	2027
24	Doll, Margaret	435731	8/27/2007	Principal K-12	District	Prof.Admin.	1.0	2024
24	Doll, Margaret	435731	8/27/2007	Social Studies - ALL -	Gr. 5-12	Tier 4	1.0	2023
24	Doll, Margaret	435731	8/27/2007	Elementary Education	Gr. K-12	Tier 4	1.0	2023
24	Fiedler, Michael	420617	8/27/2007	Social Studies - ALL -	Gr. 5-12	Tier 4	1.0	2024
25	Haugrud, Kathryn	373593	10/15/2007	Elementary Guidance & Counseling <i>(Five-Year LOA 2021-2026)</i>	Gr. 1-6	Tier 4	1.0	2022
25	Haugrud, Kathryn	373593	10/15/2007	English/Language Arts <i>(Five-Year LOA 2021-2026)</i>	Gr. 7-12	Tier 4	1.0	2022
25	Haugrud, Kathryn	373593	10/15/2007	Elementary Education <i>(Five-Year LOA 2021-2026)</i>	Gr. K-6	Tier 4	1.0	2022
26	Paulson, Kristi	408055	8/25/2008	Principal K-12	Gr. K-12	Prof.Admin.	1.0	2023
26	Paulson, Kristi	408055	8/25/2008	Communication Arts/Literature	Gr. 5-8	Tier 4	1.0	2024
26	Paulson, Kristi	408055	8/25/2008	Elementary Education	Gr. K-6	Tier 4	1.0	2024
26	Sunram, April	413866	8/25/2008	Pre-Primary	Age 3-K	Tier 4	1.0	2025
26	Sunram, April	413866	8/25/2008	Elementary Education	Gr. K-6	Tier 4	1.0	2025
26	Zunich, Ryan	395637	8/25/2008	Physical Education	Gr. K-12	Tier 4	1.0	2023
26	Zunich, Ryan	395637	8/25/2008	Elementary Education	Gr. 1-6	Tier 4	1.0	2023

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#	Name	File Folder	Entry	Certification	School	Cert.	FTE	Expires
26	Schmitz, Danielle	439158	8/25/2008	Social Studies - ALL -	Gr. 5-12	Tier 4	1.0	2027
26	Jackson, Jennifer	378368	8/25/2008	Elementary Education	Gr. K-6	Tier 4	1.0	2028
27	Jernberg, Terri	320672	11/3/2008	Elementary Education	Gr. 1-6	Tier 4	1.0	2027
27	Jernberg, Terri	320672	11/3/2008	Mathematics	Gr. 5-8	Tier 4	1.0	2027
28	Ford-Milligan, Shawn	344880	3/10/2009	Elementary Education	Gr. 1-6	Tier 4	1.0	2027
28	Ford-Milligan, Shawn	344880	3/10/2009	Emotional Behavior Disorders	Gr. K-12	Tier 4	1.0	2027
28	Ford-Milligan, Shawn	344880	3/10/2009	Learning Disabilities	Gr. K-12	Tier 4	1.0	2027
29	Bommersbach, Mike	385145	4/14/2009	Emotional Behavior Disorders	Gr. K-12	Tier 4	1.0	2028
29	Bommersbach, Mike	385145	4/14/2009	Learning Disabilities	Gr. K-12	Tier 4	1.0	2028
30	Myers, Cara	448026	8/31/2009	Teacher/Coordinator Work Based Lrng	Gr. 9-12	Tier 4	1.0	2025
30	Myers, Cara	448026	8/31/2009	Emotional Behavior Disorders	Gr. K-12	Tier 4	1.0	2025
30	Myers, Cara	448026	8/31/2009	Learning Disabilities	Gr. K-12	Tier 4	1.0	2025
30	Hanson, Julie	447729	8/31/2009	Pre-Primary	Age 3-K	Tier 4	1.0	2025
30	Hanson, Julie	447729	8/31/2009	Elementary Education	Gr. K-6	Tier 4	1.0	2025
30	Downey, Kristi	449626	8/31/2009	Social Studies - ALL -	Gr. 5-8	Tier 4	1.0	2025
30	Downey, Kristi	449626	8/31/2009	Elementary Education	Gr. K-6	Tier 4	1.0	2025
30	Berntson, Julie	445662	8/31/2009	Communication Arts/Literature	Gr. 5-12	Tier 4	1.0	2025
30	Flint, Laura	435538	8/31/2009	Elementary Education	Gr. K-6	Tier 4	1.0	2024
30	Knopf, Amy	438763	8/31/2009	Business	Gr. 5-12	Tier 4	1.0	2024
31	Cihak, Lynn	325610	9/14/2009	Elementary Education	Gr. 1-6	Tier 4	1.0	2025
31	Cihak, Lynn	325610	9/14/2009	Coaching	Gr. 7-12	Tier 4	1.0	2025
32	Porter, Amy	451680	8/30/2010	Mathematics	Gr. 5-8	Tier 4	1.0	2026
32	Porter, Amy	451680	8/30/2010	Elementary Education	Gr. K-6	Tier 4	1.0	2026
32	Eischens, Lisa	333411	8/30/2010	Dirver Education	Gr. 7-12	Tier 4	1.0	2026
32	Eischens, Lisa	333411	8/30/2010	Mathematics	Gr. 7-12	Tier 4	1.0	2026
32	Miller, Micheal	350757	8/30/2010	Mathematics	Gr. 7-12	Tier 4	1.0	2024
33	Bahr, Briana	455103	8/29/2011	Social Studies - ALL -	Gr. 5-8	Tier 4	1.0	2026
33	Bahr, Briana	455103	8/29/2011	Elementary Education	K-6	Tier 4	1.0	2026
33	Miller, Teri	452676	8/29/2011	Early Childhood Education	B-Grade 3	Tier 4	1.0	2026
33	Miller, Teri	452676	8/29/2011	Elementary Education	Gr. K-6	Tier 4	1.0	2026
33	Kaji-Horne, Justin	463905	8/29/2011	Mathematics	Gr. 5-12	Tier 4	1.0	2027
34	Pedersen, Benjamin	453691	8/27/2012	Principal K-12	District	Prof.Admin.	1.0	2023
34	Pedersen, Benjamin	453691	8/27/2012	Mathematics	Gr. 5-8	Tier 4	1.0	2026
34	Pedersen, Benjamin	453691	8/27/2012	Elementary Education	Gr. K-6	Tier 4	1.0	2026
34	Alton, Nicholas	452078	8/27/2012	Social Studies - ALL -	Gr. 5-8	Tier 4	1.0	2026
34	Alton, Nicholas	452078	8/27/2012	Elementary Education	Gr. K-6	Tier 4	1.0	2026
34	Baxter, Brady	437243	8/27/2012	Social Studies - ALL -	Gr. 5-12	Tier 4	1.0	2023
34	Meyer, Krystal	465353	8/27/2012	Communication Arts/Literature	Gr. 5-8	Tier 4	1.0	2023
34	Meyer, Krystal	465353	8/27/2012	Elementary Education	Gr. K-6	Tier 4	1.0	2023
34	Pipek, Jenna	467748	8/27/2012	Communication Arts/Literature	Gr. 5-8	Tier 4	1.0	2023
34	Pipek, Jenna	467748	8/27/2012	Elementary Education	Gr. K-6	Tier 4	1.0	2023
34	Wood, Kacey	467806	8/27/2012	Early Childhood Education	B-Grade 3	Tier 4	1.0	2023
34	Wood, Kacey	467806	8/27/2012	Elementary Education	Gr. K-6	Tier 4	1.0	2023
34	Thorwaldsen, Shea	464574	8/27/2012	Early Childhood Special Education	B-Age 6	Tier 4	1.0	2024
34	Thorwaldsen, Shea	464574	8/27/2012	Early Childhood Education	B-Grade 3	Tier 4	1.0	2024
34	Benson, Nicole	436863	8/27/2012	Learning Disabilities	Gr. K-12	Tier 4	1.0	2023
34	VanValkenburg, Amy	445315	8/27/2012	Family and Consumer Sciences	Gr. 5-12	Tier 4	1.0	2026
35	Moore, Charles	384156	9/24/2012	Social Studies - ALL	Gr. 7-12	Tier 4	1.0	2023
35	Moore, Charles	384156	9/24/2012	Emotional Behavior Disorders	Gr. K-12	Tier 4	1.0	2023

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35	Moore, Charles	384156	9/24/2012	Learning Disabilities	Gr. K-12	Tier 4	1.0	2023
36	Karlgaard, Christine	450309	8/26/2013	Learning Disabilities	Gr. K-12	Tier 4	1.0	2026
36	Campbell, Margaret	468820	8/26/2013	Elementary Education	Gr. K-6	Tier 4	1.0	2025
36	Campbell, Margaret	468820	8/26/2013	Developmental Disabilities	Gr. K-12	Tier 4 Restr.	1.0	2025LL
36	Campbell, Margaret	468820	8/26/2013	Learning Disabilities	Gr. K-12	Tier 4	1.0	2025LL
36	Karlgaard, Luke	411925	8/26/2013	Pre-Primary	Age3-K	Tier 4	1.0	2024
36	Karlgaard, Luke	411925	8/26/2013	Elementary Education	Gr. K-6	Tier 4	1.0	2024
36	Truedson, Aimee	445870	8/26/2013	Developmental/Adapted Physical Education	Gr. Pre K-12	Tier 4	1.0	2026
36	Truedson, Aimee	445870	8/26/2013	Physical Education	Gr. K-12	Tier 4	1.0	2026
36	Rasmussen, Kayla	474329	8/26/2013	Autism Spectrum Disorders	Gr. K-12	Tier 4	1.0	2024
36	Rasmussen, Kayla	474329	8/26/2013	Developmental Disabilities	Gr. K-12	Tier 4	1.0	2024
36	Langworthy, Tammy	300930	8/26/2013	Coaching	Gr. 7-12	Tier 4	1.0	2024
36	Langworthy, Tammy	300930	8/26/2013	Elementary Education	Gr. K-6	Tier 4	1.0	2024
36	Kvebak, Mary	359849	8/26/2013	English/Language Arts	Gr. 7-12	Tier 4	1.0	2025
36	Collins, Chris	408211	8/26/2013	Speech-Language Pathologist	Gr. Pre K-12	Tier 4	1.0	2025
36	Thompson, Kayla	453949	8/26/2013	Early Childhood Special Education	B-Age 6	Tier 4	1.0	2026
36	Hefta, Reed	475807	8/26/2013	Physical Education	Gr. K-12	Tier 4	1.0	2026
36	Johnson, Tom	423819	8/26/2013	Social Studies - ALL - Three Year LOA 2022-23, 2023-24, 2024-25	Gr. 5-12	Tier 4	1.0	2024
37	Rice, Annette	297239	8/21/2014	Classroom Music	Gr. K-12	Tier 4	1.0	2027
37	Rice, Annette	297239	8/21/2014	Vocal Music	Gr. K-12	Tier 4	1.0	2027
37	Rice, Annette	297239	8/21/2014	Family Ed/Early Childhood Educator	Pre-K	Tier 4	1.0	2027
37	Rice, Annette	297239	8/21/2014	Pre-Kindergarten	Pre-K	Tier 4	1.0	2027
37	Johnson, Jessica	435742	8/21/2014	Communication Arts/Literature	Gr. 5-8	Tier 4	1.0	2027
37	Johnson, Jessica	435742	8/21/2014	Emotional Behavior Disorders	Gr. K-12	Tier 4	1.0	2027
37	Johnson, Jessica	435742	8/21/2014	Learning Disabilities	Gr. K-12	Tier 4	1.0	2027
37	Johnson, Jessica	435742	8/21/2014	Elementary Education	Gr. K-6	Tier 4	1.0	2027
37	Kalina, Kelly	388327	8/21/2014	Mathematics	Gr. 7-12	Tier 4	1.0	2025
37	Kalina, Kelly	388327	8/21/2014	Physical Education	Gr. 7-12	Tier 4	1.0	2025
37	Kalina, Kelly	388327	8/21/2014	District Superintendent	District	Prof.Admin.	1.0	2024
37	Kalina, Kelly	388327	8/21/2014	Principal K-12	District	Prof.Admin.	1.0	2024
37	Dwyer, Todd	433402	8/21/2014	Physical Education	Gr. K-12	Tier 4	1.0	2025
37	Braaten, Elissa	397413	8/21/2014	Elementary Education	Gr. K-6	Tier 4	1.0	2027
37	Whiting, Mark	482167	8/21/2014	Elementary Education	Gr. K-6	Tier 4	1.0	2026
37	Brown, Matthew	456180	8/21/2014	Emotional Behavior Disorders	Gr. K-12	Tier 4	1.0	2023
37	Schwartz, Jean	480549	8/21/2014	Public School Nurse	Pre K-12	Tier 4	1.0	2025
37	Schmitz, Laura	445656	8/21/2014	Vocal and Classroom Music	Gr. K-12	Tier 4	1.0	2025
37	Swanson, Amanda	472869	8/21/2014	Learning Disabilities	Gr. K-12	Tier 4	1.0	2025
38	Guler, Rachel	484783	1/5/2015	Elementary Education	Gr. K-6	Tier 4	1.0	2026
39	Biggar, Katelyn	484617	2/2/2015	Elementary Education	Gr. K-6	Tier 4	1.0	2026
40	Barberg, Jennifer	403733	8/27/2015	Communication Arts/Literature	Gr. 5-8	Tier 4	1.0	2028
40	Barberg, Jennifer	403733	8/27/2015	Reading	Gr. K-12	Tier 4	1.0	2028
40	Barberg, Jennifer	403733	8/27/2015	Elementary Education	Gr. K-6	Tier 4	1.0	2028
40	Danner, Claire	465603	8/27/2015	Visual Arts	Gr. K-12	Tier 4	1.0	2023
40	Biggar, Zachary	489345	8/27/2015	Mathematics	Gr. 5-8	Tier 4	1.0	2026
40	Biggar, Zachary	489345	8/27/2015	Elementary Education	Gr. K-6	Tier 4	1.0	2026
40	Bergmann, Tucker	487724	8/27/2015	Elementary Education	Gr. 1-6	Tier 4	1.0	2028
40	Aastuen, Benjamin	480526	8/27/2015	Mathematics	Gr. 5-12	Tier 4	1.0	2025
40	Siewert, Timothy	448308	8/27/2015	Instrumental (Band/Orch) & Classroom Music	Gr. K-12	Tier 4	1.0	2025
41	Johnson, Justin	477792	8/25/2016	Academic and Behavioral Strategist	Gr. K-12	Tier 4	1.0	2023

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41	Johnson, Justin	477792	8/25/2016	Developmental Disabilities	Gr. K-12	Tier 4	1.0	2023
41	Johnson, Justin	477792	8/25/2016	Emotional Behavior Disorders	Gr. K-12	Tier 4	1.0	2023
41	Johnson, Justin	477792	8/25/2016	Learning Disabilities	Gr. K-12	Tier 4	1.0	2023
41	Leighton, Beth	350658	8/25/2016	Coaching	Gr. 7-12	Tier 4	0.2	2027
41	Leighton, Beth	350658	8/25/2016	Physical Education	Gr. K-12	Tier 4	0.2	2027
41	Leighton, Beth	350658	8/25/2016	Developmental/Adapted Physical Education	Gr. Pre K-12	Tier 4	0.2	2027
41	Newman, Sarah	435987	8/25/2016	Early Childhood Education	Gr. B-3	Tier 4	1.0	2023
41	Newman, Sarah	435987	8/25/2016	Reading	Gr. K-12	Tier 4	1.0	2023
41	Aakre, Anna	464512	8/25/2016	Autism Spectrum Disorders	Gr. K-12	Tier 4	1.0	2023
41	Aakre, Anna	464512	8/25/2016	Emotional Behavior Disorders	Gr. K-12	Tier 4	1.0	2023
41	Wenschlag, Molly	427172	8/25/2016	Social Studies - ALL -	Gr. 5-8	Tier 4	1.0	2025
41	Wenschlag, Molly	427172	8/25/2016	Elementary Education	Gr. K-6	Tier 4	1.0	2025
41	Swanhorst, Kathryn	489318	8/25/2016	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
41	Hannesson, Margaret	495764	8/25/2016	Speech/Language Pathologist	Pre K-12	Tier 4	1.0	2027
41	Blasczyk, William	396174	8/25/2016	English/Language Arts	Gr. 7-12	Tier 4	1.0	2024
41	Pischel, McKensie	496432	8/25/2016	Autism Spectrum Disorders	Gr. B-12	Tier 4	1.0	2028
41	Olson, Jennifer	381341	8/25/2016	Elementary Education	Gr. 1-6	Tier 4	1.0	2027
41	Nelson, Fletcher	493586	8/25/2016	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
41	Swenson, Aaron	396764	8/25/2016	Social Studies - ALL -	Gr. 7-12	Tier 4	1.0	2027
41	Fode, Kelsey	487885	8/25/2016	Elementary Education	Gr. K-6	Tier 4	1.0	2026
41	Anderson, Nathan	490451	8/25/2016	Counselor	Gr. K-12	Tier 4	1.0	2027
41	Swiers, Hailey	496011	8/25/2016	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
42	Johnson, Sherri	451292	11/30/2016	Academic and Behavioral Strategist	Gr. K-12	Tier 4	1.0	2028
42	Johnson, Sherri	451292	11/30/2016	Learning Disabilities	Gr. K-12	Tier 4	1.0	2028
42	Johnson, Sherri	451292	11/30/2016	Elementary Education	Gr. K-6	Tier 4	1.0	2028
43	Lundberg, Jillian	453731	8/24/2017	Communication Arts/Literature	Gr. 5-8	Tier 4	1.0	2026
43	Lundberg, Jillian	453731	8/24/2017	Early Childhood Special Education	Gr. B-Age 6	Tier 4	1.0	2026
43	Lundberg, Jillian	453731	8/24/2017	Learning Disabilities	Gr. K-12	Tier 4	1.0	2026
43	Lundberg, Jillian	453731	8/24/2017	Reading	Gr. K-12	Tier 4	1.0	2026
43	Lundberg, Jillian	453731	8/24/2017	Elementary Education	Gr. K-6	Tier 4	1.0	2026
43	Hendrickson, Jason	374789	8/24/2017	Business	Gr. 5-12	Tier 4	1.0	2027
43	Hendrickson, Jason	374789	8/24/2017	Social Studies - ALL -	Gr. 7-12	Tier 4	1.0	2027
43	Hendrickson, Jason	374789	8/24/2017	Physical Education	Gr. K-12	Tier 4	1.0	2027
43	Okeson, Destany	413636	8/24/2017	Communication Arts/Literature	Gr. 5-8	Tier 4	1.0	2024
43	Okeson, Destany	413636	8/24/2017	Elementary Education	Gr. K-6	Tier 4	1.0	2024
43	Quittschreiber, Rika	282737	8/24/2017	Elementary Education	Gr. 1-6	Tier 4	1.0	2028
43	Quittschreiber, Rika	282737	8/24/2017	Emotional Behavior Disorder	Gr. K-6	Tier 4 Restr.	1.0	2028
43	Okeson, Markus	413836	8/24/2017	Communication Arts/Literature	Gr. 5-8	Tier 4	1.0	2025
43	Okeson, Markus	413836	8/24/2017	Elementary Education	Gr. K-6	Tier 4	1.0	2025
43	Schnathorst, Sara	379133	8/24/2017	Physical Education	Gr. K-12	Tier 4	1.0	2027
43	Link, Samantha	499212	8/24/2017	Communication Arts/Literature	Gr. 5-12	Tier 4	1.0	2023
43	Hogie, Braeden	482754	8/24/2017	Business	Gr. 5-12	Tier 4	1.0	2026
43	Nielsen, Alyssa	503680	8/24/2017	Emotional Behavior Disorders	Gr. K-12	Tier 3	1.0	2025
43	Jordan, Susan	500166	8/24/2017	Elementary Education	Gr. K-6	Tier 4	1.0	2027
43	Mallow, Linda	342759	8/24/2017	Social Studies	Gr. 7-12	Tier 4	1.0	2026
44	Stenger, Kara	502384	8/29/2017	Early Childhood Education	B-Grade 3	Tier 4	1.0	2023
45	Kuhlmey, Carol	415047	8/23/2018	Developmental Disabilities	K-12	Tier 4	1.0	2026
45	Kuhlmey, Carol	415047	8/23/2018	Emotional Behavior Disorders	K-12	Tier 4	1.0	2026
45	Kuhlmey, Carol	415047	8/23/2018	Learning Disabilities	K-12	Tier 4	1.0	2026

DETROIT LAKES PUBLIC SHOOOLS 2022-2023 SENIORITY LIST

#	Name	File Folder	Entry	Certification	School	Cert.	FTE	Expires
45	Kuhlmeiy, Carol	415047	8/23/2018	Vocal and Classroom Music	K-12	Tier 4	1.0	2026
45	Mehus-Jensen, Nicole	405271	8/23/2018	Emotional Behavior Disorders	Gr K-12	Tier 4	1.0	2023
45	Mehus-Jensen, Nicole	405271	8/23/2018	Learning Disabilities	Gr K-12	Tier 4	1.0	2023
45	Mehus-Jensen, Nicole	405271	8/23/2018	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
45	Newman, Graham	487306	8/23/2018	Academic and Behavioral Strategist	Gr. K-12	Tier 4	1.0	2026
45	Newman, Graham	487306	8/23/2018	Emotional Behavior Disorders	Gr. K-12	Tier 4	1.0	2026
45	Amundson, Maria	441219	8/23/2018	Pre-Primary	Age 3-K	Tier 4	1.0	2024
45	Amundson, Maria	441219	8/23/2018	Elementary Education	Gr. K-6	Tier 4	1.0	2024
45	Otten, Carla	395606	8/23/2018	Elementary Education	Gr. K-6	Tier 4	1.0	2027
45	Otten, Carla	395606	8/23/2018	Pre-Kindergarten	Pre K	Tier 4	1.0	2027
45	Tollefson, Amy	367671	8/23/2018	Early Childhood Special Education	B-Age 6	Tier 4	1.0	2025
45	Tollefson, Amy	367671	8/23/2018	Pre-Kindergarten	Pre K	Tier 4	1.0	2025
45	Ebsen, Sara	469374	8/23/2018	School Psychologist	Pre K-12	Tier 4	1.0	2027
45	Rud, Lauren	494782	8/23/2018	Speech-Language Pathologist	Pre K-12	Tier 4	1.0	2027
45	Suihkonen (Hillier), Nicole	481812	8/23/2018	Elementary Education	Gr. K-6	Tier 4	1.0	2025
45	Wolf, Kellie	479721	8/23/2018	Elementary Education	Gr. K-6	Tier 4	1.0	2023
45	Carlson, Carrie	500858	8/23/2018	Communication Arts/Literature	Gr. 5-12	Tier 4	1.0	2023
45	Tweeton, Tracey	349023	8/23/2018	Early Childhood Special Education	B-Age 6	Tier 4	1.0	2023
45	Johnson, Jacob	498306	8/23/2018	Elementary Education	Gr. K-6	Tier 4	1.0	2023
45	Richter, Whitney	505970	8/23/2018	Elementary Education	Gr. K-6	Tier 3	1.0	2023
45	Ochsner, Nathan	502434	8/23/2018	School Counselor	Gr. K-12	Tier 4	1.0	2023
46	Kalk, Karen	395498	8/22/2019	Elementary Education	Gr. 1-6	Tier 4	0.8	2026
46	Kalk, Karen	395498	8/22/2019	Oral/Aural Deaf Education	Gr. B-12	Tier 4	0.8	2026
46	Kalk, Karen	395498	8/22/2019	Learning Disabilities	Gr. K-12	Tier 4	0.8	2026
46	Gulseth, Meredith	366547	8/22/2019	Elementary Education	Gr. 1-6	Tier 4	1.0	2027
46	Gulseth, Meredith	366547	8/22/2019	English as a Second Language	Gr. K-12	Tier 4	1.0	2027
46	Gulseth, Mark	365865	8/22/2019	Coaching	Gr. 7-12	Tier 4	1.0	2027
46	Gulseth, Mark	365865	8/22/2019	Physical Education	Gr. K-12	Tier 4	1.0	2027
46	Jensen, Laura	445429	8/22/2019	Science 5-8	Gr. 5-8	Tier 4	1.0	2025
46	Jensen, Laura	445429	8/22/2019	Elementary Education	Gr. K-6	Tier 4	1.0	2025
46	Lucas, Kimberly	493172	8/22/2019	School Psychologist	Pre K-12	Tier 4	1.0	2027
46	Craig, Amanda	473686	8/22/2019	Elementary Education	Gr. K-6	Tier 4	1.0	2024
46	Thorson, Johnna	377127	8/22/2019	Speech-Language Pathologist	Pre K-12	Tier 4	1.0	2024
46	Tarara, Antonino	449024	8/22/2019	Instr (Band/Orch) and Classroom Music	Gr. K-12	Tier 4	1.0	2026
46	Fode, Tyler	488463	8/22/2019	Elementary Education	Gr. K-6	Tier 4	1.0	2027
46	Broderius, William	453142	8/22/2019	Vocal and Classroom Music	Gr. K-12	Tier 4	1.0	2026
46	Johnson, Rachel	1001803	8/22/2019	Social Studies	Gr. 5-12	Tier 4	1.0	2027
46	Solum, Rachel	1000589	8/22/2019	Elementary Education	Gr. K-6	Tier 3	1.0	2025
46	Torgerson, Heather	401191	8/22/2019	Early Childhood Special Education	B - Age 6	Tier 4	1.0	2023
46	Torgerson, Heather	401191	8/22/2019	Physical and Health Disabilities	B-12	Tier 4	1.0	2023
46	Torgerson, Heather	401191	8/22/2019	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
46	Judisch, Andrea	509651	8/22/2019	Elementary Education	Gr. K-6	Tier 4	1.0	2023
47	Lindstrom, Lisa	386971	8/26/2019	Elementary Education	Gr. 1-6	Tier 4	1.0	2023
47	Lindstrom, Lisa	386971	8/26/2019	Early Childhood Special Education	Age B-6	Tier 4	1.0	2025
48	Hoff, Carolyn	282950	8/31/2020	Autism Spectrum Disorders	Gr. K-12	Tier 4	1.0	2025
48	Hoff, Carolyn	282950	8/31/2020	Emotional Behavior Disorder	Gr. K-12	Tier 4	1.0	2025
48	Hoff, Carolyn	282950	8/31/2020	Learning Disabilities	Gr. K-12	Tier 4	1.0	2025
48	Hoff, Carolyn	282950	8/31/2020	Elementary Education	Gr. K-6	Tier 4	1.0	2025
48	Hoff, Carolyn	282950	8/31/2020	Pre-Kindergarten	Prek K	Tier 4	1.0	2025

DETROIT LAKES PUBLIC SCHOOLS 2022-2023 SENIORITY LIST

#	Name	File Folder	Entry	Certification	School	Cert.	FTE	Expires
48	Oistad, McKenzie	499971	8/31/2020	Health Education	Gr. 5-12	Tier 4	1.0	2023
48	Oistad, McKenzie	499971	8/31/2020	Physical Education	Gr. K-12	Tier 4	1.0	2023
48	Oistad, McKenzie	499971	8/31/2020	Developmental/Adaptive Physical Education	Pre K-12	Tier 4	1.0	2023
48	Shaw, Linda	333469	8/31/2020	Elementary Education	Grades 1-6	Tier 4	1.0	2025
48	Shaw, Linda	333469	8/31/2020	Emotional Behavior Disorders	Grades K-12	Tier 4	1.0	2025
48	Shaw, Linda	333469	8/31/2020	Learning Disabilities	Grades K-12	Tier 4	1.0	2025
48	Voller, David	496945	8/31/2020	Health Education	Gr. 5-12	Tier 4	1.0	2023
48	Voller, David	496945	8/31/2020	Physical Education	Gr. K-12	Tier 4	1.0	2023
48	Voller, David	496945	8/31/2020	Developmental/Adapted Physical Education	Gr. Pre K-12	Tier 4	1.0	2023
48	Swoboda, Kari	469385	8/31/2020	School Counselor	Gr. K-12	Tier 4	1.0	2026
49	Voz, Heidi	349583	9/8/2020	English/Language Arts	Gr. 7-12	Tier 4	1.0	2027
49	Voz, Heidi	349583	9/8/2020	Visual Arts	Gr. K-12	Tier 4	1.0	2027
50	Lenzen, Carly	472261	8/23/2021	Mathematics	Gr. 5-12	Tier 4	1.0	2024
50	Maass, Brett	445417	8/23/2021	Mathematics	Gr. 5-12	Tier 4	1.0	2025
50	Schultz, Valerie	375032	8/30/2021	Elementary Education	Gr. K-6	Tier 4	1.0	2026
50	Schultz, Valerie	375032	8/30/2021	Coaching	Gr. 7-12	Tier 4	1.0	2026
P 07/2023	Jenson, Matthew	497496	8/22/2019	Teacher Coordinator Work Based Learning	Gr. 9-12	Tier 4	1.0	2027
P 07/2023	Jenson, Matthew	497496	8/22/2019	Emotional Behavioral Disorder	Gr. K-12	Tier 4	1.0	2027
P 07/2023	Skrove, Sadie	513082	8/31/2020	Early Childhood Education	B- Gr. 3	Tier 3	1.0	2025
P 07/2023	Gerdes, Christine	482469	8/26/2019	Science 5-8	Gr. 5-8	Tier 3	1.0	2025
P 07/2023	Manjorin, Carli-Rae	1003382	12/16/2019	Communication Arts/Literature	Gr. 5-12	Tier 3	1.0	2023
P 07/2023	Colby, Amber	1005469	8/31/2020	Academic and Behavioral Strategist	Gr. K-12	Tier 3	1.0	2023
P 07/2023	Colby, Amber	1005469	8/31/2020	Elementary Education	Gr. K-6	Tier 3	1.0	2023
P 07/2023	Ito, Lisa	1004562	8/31/2020	Chemistry	Gr. 9-12	Tier 3	1.0	2023
P 07/2023	Byer, Brianna	512753	8/31/2020	Communication Arts/Literature	Gr. 5-12	Tier 4	1.0	2027
P 07/2023	Hueners, Janelle	1005407	8/31/2020	Agricultural Education	Gr. 5-12	Tier 3	1.0	2023
P 07/2023	Hueners, Janelle	1005407	8/31/2020	Teacher Coordinator Work Based Learning	Gr. 9-12	Tier 3	1.0	2023
P 07/2023	Johnson, Brandon	508320	8/31/2020	Social Studies	Gr. 5-12	Tier 4	1.0	2023
P 07/2023	Surface, Dylan	1005075	8/31/2020	Physical Education	Gr. K-12	Tier 3	1.0	2023
P 07/2023	Surface, Dylan	1005075	08/31/2020	Developmental/Adaptive Physical Education	Pre K-12	Tier 3	1.0	2023
P 07/2023	Sannes, Kiera	1003566	8/31/2020	Early Childhood Special Education	B- Age 6	Tier 3	1.0	2023
P 07/2023	Sannes, Kiera	1003566	8/31/2020	Early Childhood Education	B-Grade 3	Tier 3	1.0	2023
P 07/2023	Webber, Madyson	1005058	8/31/2020	Elementary Education	Gr. K-6	Tier 3	1.0	2023
P 07/2024	Benson, Mitchell	1009118	8/23/2021	Science 5-8	Gr. 5-8	Tier 3	1.0	2024
P 07/2024	Benson, Mitchell	1009118	8/23/2021	Chemistry	Gr. 9-12	Tier 3	1.0	2024
P 07/2024	Bergren, Samuel	513084	8/23/2021	Elementary Education	Gr. K-6	Tier 3	1.0	2025
P 07/2025	Knutson, Allison	1015577	02/28/2022	School Social Worker	Gr. K-12	Tier 3	1	2025
P 07/2025	Laymon, Shelby	510533	02/28/2022	Elementary Education	Gr. K-6	Tier 3	1	2025
P 07/2025	Bergeron, Christina	1016638	08/24/2022	Communication Arts/Literature	Gr. 5-12	Tier 3	1	2025
P 07/2025	Bergeron, Christina	1016638	08/24/2022	English as a Second Language	Gr. K-12	Tier 3	1	2025
P 07/2023	Berntson, Casey	450640	08/24/2022	Social Studies	Gr. 5-12	Tier 4	1	2025
P 07/2023	Braukmann, Alissa	407285	08/24/2022	Emotional Behavior Disorders	Gr. K-12	Tier 4	1	2024
P 07/2023	Braukmann, Alissa	407285	08/24/2022	Learning Disabilities	Gr. K-12	Tier 4	1	2024
P 07/2025	Clark, Joan	373579	08/24/2022	Social Studies	Gr. 7-12	Tier 3	1	2025
P 07/2025	Clark, Joan	373579	08/24/2022	Learning Disabilities	Gr. 5-12	Tier 3	1	2025
P 07/2025	Eckhoff, Cami	439372	08/24/2022	Physical Education	Gr. K-12	Tier 4	1	2023
P 07/2025	Eckhoff, Cami	439372	08/24/2022	Health Education	Gr. 5-12	Tier 4	1	2023
P 07/2025	Eckhoff, Cami	439372	08/24/2022	Developmental/Adaptive Physical Education	Pre K-12	Tier 4	1	2023
P 07/2025	Erhardt, Joshua	493966	08/24/2022	Social Studies	Gr. 5-12	Tier 4	1	2023

DETROIT LAKES PUBLIC SHOOOLS 2022-2023 SENIORITY LIST

#	Name	File Folder	Entry	Certification	School	Cert.	FTE	Expires	
P 07/2023	Evans, Heidi	397522	08/24/2022	Communication Arts/Literature	Gr. 5-12	Tier 4	1	2027	
P 07/2023	Jensen, Garrett	445431	08/24/2022	Elementary Education	Gr. K-6	Tier 4	1	2025	
P 07/2023	Jensen, Garrett	445431	08/24/2022	Social Studies	Gr. 5-8	Tier 4	1	2025	
P 07/2025	Johannes, Shauntel	1014016	08/24/2022	Early Childhood Special Education	Gr. B- Age 6	Tier 3	1	2025	
P 07/2025	Kucera, Megan	1014340	08/24/2022	Visual Arts	Gr. K-12	Tier 3	1	2025	
P 07/2023	Moors, Amy	385448	08/24/2022	Elementary Education	Gr. 1-6	Tier 4	1	2024	
P 07/2023	Moors, Amy	385448	08/24/2022	Library Media Specialist	Gr. K-12	Tier 4	1	2024	
P 07/2025	Murphy, Samantha	1017587	08/24/2022	Social Worker	Gr. Pre K-12	Tier 3	1	2025	
P 07/2025	Moser, Anna	453532	08/24/2022	Social Studies	Gr. 5-12	Tier 4	1	2026	
P 07/2025	Moser, Anna	453532	08/24/2022	Physical Education	Gr. K-12	Tier 4	1	2026	
P 07/2025	Neal, Natalie	1011545	08/24/2022	Elementary Education	Gr. K-6	Tier 3	1	2024	
P 07/2025	Neal, Natalie	1011545	08/24/2022	Academic and Behavioral Strategist	Gr. K-12	Tier 3	1	2024	
P 07/2025	Nelson, Nicole	436467	08/24/2022	Elementary Education	Gr. 1-6	Tier 3	1	2026	
P 07/2025	Nelson, Nicole	436467	08/24/2022	Emotional Behavior Disorders	Gr. K-12	Tier 3	1	2026	
P 07/2025	Nelson, Nicole	436467	08/24/2022	Learning Disabilities	Gr. K-12	Tier 3	1	2026	
P 07/2025	Nelson, Nicole	436467	08/24/2022	Developmental Disabilities	Gr. K-12	Tier 3	1	2026	
P 07/2025	Ratz, Erica	515882	08/24/2022	Social Studies	Gr. 5-12	Tier 3	1	2023	
P 07/2025	Sabers, Alicia	1004507	08/24/2022	Elementary Education	Gr. K-6	Tier 3	1	2023	
P 07/2025	Sabers, Alicia	1004507	08/24/2022	Principal	Gr. K-12		1	2024	
P 07/2023	Schmitz, Ali	450959	08/24/2022	Social Worker	Gr. Pre K-12	Tier 4	1	2025	
P 07/2023	Schmitz, Hope	1001273	08/24/2022	Elementary Education	Gr. K-6	Tier 4	1	2027	
P 07/2023	Schmitz, Hope	1001273	08/24/2022	Math	Gr. 5-8	Tier 4	1	2027	
P 07/2023	Thelen, Nathan	503218	08/24/2022	Vocal and Classroom Music	Gr. K-12	Tier 4	1	2023	
P 07/2025	Williams, Sarah	1017092	08/24/2022	FACS	Gr. 5-12	Tier 3	1	2025	
P 07/2026	Thiel, Lacey		08/24/2022	Occupational Therapist	OT	Tier 4	1		
T = Tenured Evaluation Cycle									
T-1 = Principal Evaluation									
T-2 = Peer Review									
T-3 = Collect Individual Data									
U = Untenured Evaluation Cycle									
U-1 = 1st Year									
U-2 = 2nd Year									
U-3 = 3rd Year									
	Teske, Preston	518574	1/4/2021	Academic and Behavioral Strategist	Gr. K-12	Tier 2	1.0	2024	
	Snetsinger, Gene	1011537	8/23/2021	Agricultural Education	Gr. 5-12	Tier 2	1.0	2023	
	Hunt, Laura	514931	8/30/2021	Academic and Behavioral Strategist	Gr. K-12	Tier 2	1.0	2023	U3
	Ostlie, Melissa	425230	8/30/2021	Academic and Behavioral Strategist	Gr. K-12	Tier 2	1.0	2023	U3
	Malone, Heather	1011662	10/18/2021	Communication Arts/Literature	Gr. 5-12	Tier 2	0.5	2023	U2
	Blasczyk, Jessica	499147	8/24/2022	Life Science	Gr. 9-12	Tier 2	1.0	2023	
	Salathe, Samantha	1019048	8/24/2022	Health	Gr. 5-12	Tier 1	0.4	2023	
	Teiken, Val	485565	8/24/2022	Math	Gr. 5-12	Tier 2	1.0	2023	
	TIER 1								
	TIER 2								

Date Adopted: 03/09/98	File Number: Detroit Lakes Policy - 611
Date Revised: 09/11/00; 01/10/05; 06/12/06; 3/12/18, <u>3/27/23</u>	

611 - HOME SCHOOLING

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (~~Minn. Stat. §Minnesota Statutes Section~~ 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (~~Minn. Stat. § 120A.22, Subd. 1).~~

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in ~~Minn. Stat. §Minnesota Statutes section~~ 120A.22.

IV. IMMUNIZATION

The parent of a home-schooled child shall submit statements as required by ~~Minn. Stat. §Minnesota Statutes section~~ 121A.15, Subds. 1, 2, 3 and 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (~~Minn. Stat. § 121A.15, Subd. 8.~~)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request as required by law, the school district will provide textbooks, individualized instructional or cooperative learning materials, software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided ~~in under state law Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540.~~ -The school district is not required to expend any amount for this purpose that

exceeds the amount it receives pursuant to ~~Minn. Stat. §§state law 123B.40-123B.48 for this purpose~~. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request as required by state law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by ~~Minn. Stat. § 123B.44 and Minn. Rules Chapter 3540~~. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to ~~Minn. Stat. §§ 123B.40 to 123B.48 for any of these purposes~~state law.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students (~~Minn. Stat. §§ 123B.36, Subd. 1 and 123B.49, Subd. 4~~).

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

~~[Note: The provisions of Article VIII.—Shared Time Programs do not make a determination as to whether Shared Time Programs should be offered to any pupil. However, it is required that home-schooled children be treated the same as all other nonpublic school children.]~~

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

- A. Activities

1. Minnesota State High School League sponsored activities (where six or more students receive instruction in the home school or the home school students are not residents of the school district)

A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League ~~Bylaw 403.00~~bylaws. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
- b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
- c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

2. Non-Minnesota State High School League activities where six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation services

1. The school district may provide nonpublic non-regular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

- Legal References:*** Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
- Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (~~School Boards may require~~Authorized fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks;~~;~~ Individual Instruction or Cooperative Learning Material;~~;~~ Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.49 (~~Cœ~~curricular and Extracurricular Activities;
Insurances)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Chapter 3540 (~~Textbooks, Individualized Instruction Materials, Standardized Tests~~Nonpublic Schools)
- Cross References:*** MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

Date Adopted: 03/09/98	File Number: Detroit Lakes Policy - 612.1
Date Revised: 02/09/04; 06/12/06, <u>3/27/23</u>	

612.1 - DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

[NOTE: This policy reflects recent Federal statutory changes which require school districts and schools to meet with parents and jointly develop parent involvement policies at both a district wide and school building level. This policy lists the required components of the parent involvement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive Federal funds under this program.]

I. PURPOSE

The purpose of this policy is to encourage and facilitate ~~parental participation in~~ involvement by parents of students participating in Title I ~~in the~~ educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parent involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. ~~It is T~~he policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the ~~involvement engagements~~ of parents and families in its Title I programs.
- B. ~~It is T~~he policy of the school district is to fully comply with 20 United States Code section U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parental ~~involvement engagement~~ policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to, parents and family members of participating children a written parent

involvement and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support~~process of school review~~ and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district ~~schools~~ in planning and implementing effective parental and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- ~~C. Build the schools' and parents' capacity for strong parent involvement;~~
- ~~CD.~~ Coordinate and integrate parental and family ~~involvement engagement~~ strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs under other programs, such as Head Start, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and State-run preschool programs;
- ~~ED.~~ Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family ~~involvement engagement~~ policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions and;
- ~~FE.~~ Use the findings of ~~such~~ the evaluations to design evidence-based strategies for more effective parental involvement ~~improving and to revise~~ revising, if necessary, the district-level and school-level ~~parental and family involvement engagement~~ policies; and;
- ~~GF.~~ ~~If the school district's Title I plan is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the plan is submitted to the State.~~ Involve parents in the activities of the schools, which

may include establishing a parents advisory board comprised of a sufficient number and representative group of parents of family members served by the school district to adequately represent the needs of the population served by the school district for the purpose of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written parental and family involvement engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parental involvement and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

A. The policy will describe the means by which each school with a Title I program will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to explain to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to to facilitate parental involvement;
3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parental and family involvement engagement policy and the joint development of the school wide program plan, unless- If a the school already has a program for in place a process for involving parents in the joint planning and design of its-the school's programs, the school may use that process, if such process includes an that would adequately involve representation of parents of participating children;
4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress,

~~and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and school performance profiles as required by law and their child's individual student assessment results along with an interpretation of the results; a description and explanation of the curriculum in use, the forms of assessment used, and the proficiency levels students are expected to meet; the opportunity to make suggestions, share experiences with other parents and participate in decisions relating to their child's education; and, timely responses to parents' suggestions; and~~

5. ~~Submit any parent comments on the school-wide program plan when it is submitted to the school district. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.~~

B. As a component of this policy, each school shall ~~jointly~~ develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children attainment achieve the of sState's high standards. The compact will:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that ~~will~~ enables participating students to meet sState student performance academic achievement standards;

2. Describe the ways each parent will be responsible for supporting ~~their~~ his or her children's learning by ~~monitoring school attendance and homework completion, monitoring television watching,~~ volunteering in the his or her child's classroom, and participating, as appropriate, in discussions decisions relating to his or her child's ~~about their children's~~ education and use of extracurricular time.

3. Address the importance of communication between teachers and parents on an on-going basis through the use of:

a. Annual parent-teacher conferences to discuss the compact and the child's achievement;

b. Frequent progress reports to the parents; and

c. Reasonable access to staff, opportunities to volunteer, participate, and observe in the child's classroom.

d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parents in ~~such areas as~~ understanding such topics as the Federal and State education goals, State academic content and student performance standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitoring their child's progress and; working with educators to improve their ~~child's performance, and participating in decisions regarding their child's education~~ achievement of their children;
2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement—including coordinating necessary literacy training from other sources;
3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school;
4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent Head Start, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool programs and other programs, as is feasible and appropriate;
5. ~~Develop appropriate roles for community-based organizations and businesses in parental involvement activities and providing information about and encouraging the formation of partnerships between public schools, businesses and parents;~~

~~6. Conducting activities such as parent resource centers and opportunities for parents to learn about child development and child rearing, as appropriate and feasible;~~

~~67. Ensure, to the extent possiblepracticable, that information about school and parent meetings, programs, and activities is sent home to the parents of participating children -in a format and to the extent practicable, in atthe language the parents can understand-used in the homes of the participating children; and~~

~~78. Provide such other reasonable supports for parental involvement -asactivities as requested by parents.~~

D. The policy will also describe the process to be taken if the school district and school choose to:

1. Involve parents in the development of training for school staff to improve the effectiveness of ~~the instruction and services to participating children~~such training;

2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;

3. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions;

4. Train ~~and support~~ parents to enhance the involvement of other parents;

5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental ~~opportunities for~~ participation in school-related activities;

~~6. Arrange for staff who work directly with participating children to conduct in-home conferences with parents who are unable to attend conferences at school; and~~

~~67. Adopt and implement model approaches to improving parental involvement; such as Even Start.~~

~~7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and~~

8. Establish a district-wide parent advisory council to provide advice on all matters related to a parental involvement in Title I programs.

- E. To carry out the requirements of parental ~~and family involvement~~ engagement, the school district and schools, to the extent practicable, will provide ~~full~~ opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), ~~with limited English proficiency or with disabilities~~, including providing information and school reports profiles in a format and, to the extent practicable, in a language and form that is understandable by the parents.
- F. The school district and each school ~~will assist~~ shall inform parents and parent organizations in learning of and about parental information and resource centers of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parent and Family Engagement)

Cross References: None

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Date Revised: 08/14/00; 01/10/05; 02/08/10, <u>03/27/23</u>	

614 - SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

~~It is~~ The policy of the school district is to implement procedures for testing, test security, ~~reporting,~~ documentation, ~~notification to students and parents~~ and ~~student~~ record keeping ~~in accordance with Minnesota law.~~

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION~~OR~~

~~***[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*.

The school district test administrator as named in Policy 613, Graduation Requirements, shall be responsible for preparing and presenting annually to the school board for approval, and overseeing the publishing of, the basic standards test administration plan. The school district test administrator shall file the plan with the Department of Education ("Department") and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:

A. The graduation requirements;

B. The number of opportunities a student shall have to retake tests of basic standards during each year;

- ~~C. The opportunities for remediation for a student who has not passed tests of basic standards;~~
- ~~D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic standards;~~
- ~~E. The process for appealing the school district's response to requests in item C;~~
- ~~F. The method to report breaches in test security procedures to the school district and the Department; and~~
- ~~G. Procedures for meeting the needs of Limited English Proficient students, students who require an IEP or students who require Section 504 Accommodation.~~

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..]

~~Security Requirements.~~ When administering tests for the basic standards, the school district shall observe the following test security measures in addition to any requirements imposed by the Minnesota Department of Education:

- ~~1. All test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;~~
- ~~2. The tests, testing materials, and answer sheets are nonpublic data under Minn. Stat. § 13.34;~~
- ~~3. No copies of test booklets or answer sheets shall be made; and~~
- ~~4. The school district shall report any violations of test security to the Department. The Department shall receive reports of violations of test security from anyone with knowledge of such an incident.~~

- 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.~~
- ~~Security Violations. The Department shall investigate any reported incidents of breaches in test security. The consequences of a violation of test security may include:~~

1. ~~The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or~~
2. ~~Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.~~

~~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. SCHOOL DISTRICT REPORTING TO THE DEPARTMENT AND PUBLIC~~

~~A. The school district shall report the information specified below to the Department annually by October 15 in a format to be determined by the Department.~~

~~B. The school district shall prepare and disseminate annually by October 15 a public report of the information specified below through the official newspaper or through publications sent to all households in the school district.~~

~~C. The reports required above shall include:~~

1. ~~The number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;~~
2. ~~The number of students at each grade level 9 through 12 passing each basic standard at the state standards level;~~

- ~~3. The number of students at each grade level 9 through 12 passing each basic standard at an individualized level under an IEP or a Section 504 Accommodation plan;~~
- ~~4. The number of students at each grade level 9 through 12 passing tests in each basic standard with tests that have been translated into a language other than English;~~
- ~~5. The number of students at each grade level 9 through 12 exempt from testing in each basic standard; and~~
- ~~6. For grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic standard when all other graduation requirements have been met.~~

~~D. The superintendent shall submit reports identifying expenditures related to basic standards testing, to the Department as required by law.~~

VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

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

- ~~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.~~
- A. ~~Required notifications to parents and students meet the requirements of Minnesota Rules, part 3501.0120;~~
 - B. ~~Required student records meet the requirements of Minnesota Rules, part 3501.0130;~~
 - C. ~~The school district's process for additional testing of students meets the requirements of Minnesota Rules, part 3501.0050.~~
 - D. ~~Test security procedures comply with Minnesota Rules, part 3501.0150;~~
 - E. ~~The school district's decisions regarding testing accommodations, modifications, and granting exemptions are in compliance with Minnesota Rules, Parts 3501.0100;~~
 - F. ~~The school district's curriculum and instruction provides appropriate learning opportunities in the basic standards in compliance with Minnesota Rules, Part 3501.0110;~~
 - G. ~~Remediation plans for students are on file consistent with Minnesota Rules, Part 3501.0110;~~
 - H. ~~The basic standards test administration plan complies with Minnesota Rules, Part 3501.0140, subpart 2;~~
 - I. ~~The documentation for students granted accommodations or exempted from testing complies with Minnesota Rules, Part 3501.0090;~~
 - J. ~~The assessments and documentation of performance for students granted modifications of statewide standards comply with Minnesota Rules, Part 3501.0090, subpart 2, item C; and~~
 - K. ~~The school district's process for testing considerations for LEP students complies with Minnesota Rules, Part 3501.0100.~~

~~**VII. REQUIRED NOTIFICATION TO PARENTS AND STUDENTS**~~

- A. ~~Written Notice. The school district shall establish and maintain a system to provide written notice to parents and students about graduation requirements.~~

~~B. — Notice of Graduation Requirements. No later than thirty (30) working days after the date of the entrance into the 9th grade or transfer of a student into the school district during or after 9th grade, the school district shall provide to the parents and the student written notice of:~~

- ~~1. — The graduation requirements; and~~
- ~~2. — The grade in which the student shall have the first opportunity to take a test in basic standards.~~

~~C. — Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic standards, written notice to the parents and the student of:~~

- ~~1. — Basic standards test results; and~~
- ~~2. — Consistent with Minnesota Rules, part 3501.0050, subpart 3, if the student is in the graduating year:
 - ~~a. — The process by which a parent or student can request additional testing and testing accommodations after April 1; and~~
 - ~~b. — The process by which a parent or student can appeal the school district's decision if additional testing or testing accommodation is denied.~~~~

~~D. — Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement, for corrective action, or for restructuring by the Minnesota Department of Education, the school district shall provide to parents of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators reviewed to determine whether the school is making adequate yearly progress to permit parents to appeal the Department's proposal.~~

~~VIII. — STUDENT RECORDKEEPING~~

~~A. — Test Results. The school district shall keep a record on each student that includes:~~

- ~~1. — The basic standards tests taken; and~~
- ~~2. — The results of the most recent basic standards tests given.~~

~~B. — Student Progress. Individual student progress shall be reported on a student record as described in items 1 to 4 below.~~

1. ~~“Pass state level” shall be noted on the record of a student who passes a basic standards test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different from the records of students passing the test under standard conditions.~~
2. ~~“Pass individual level” shall be noted on the record of a student who passes a basic standards test with a modification established in the IEP or Section 504 Accommodation plan in accordance with Minnesota Rules, part 3501.0090.~~
3. ~~“Pass translation” shall be noted on the record of a student who passes a basic standards test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.~~
4. ~~“Exempt” shall be noted on the record of a student who has been exempted from a basic standards test.~~

Legal References:

- Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability Adequate Yearly Progress)
~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~
~~Minn. Stat. § 123B.143, Subd. 1 (Superintendent)~~
~~Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards—Written Composition)~~
~~Minn. Rules Parts 3501.0505-3501.0745 (K-12 Standards Academic Standards for Mathematics)~~
~~Minn. Rules Parts 3501.082 (Academic Standards for the Arts)~~
~~Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)~~
~~Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)~~
~~Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)~~
~~20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)~~
~~20 U.S.C. § 6301, et seq. (No Child Left Behind 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 (~~Basic Standards~~ Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 ~~plans~~ ~~Accommodation~~, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
[Minnesota Pearson Access Next Resources and Forms:](http://minnesota.pearsonaccessnext.com/policies-and-procedures/)
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

Date Adopted: 03/09/98	File Number: Detroit Lakes Policy - 615
Date Revised: 06/12/06, <u>03/27/23</u>	

615 ~~-BASIC STANDARD TESTING,~~ ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 Plans ~~ACCOMMODATIONS~~ AND LEP STUDENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

~~A. The school district will utilize the existing annual review of Individual Education Plans (IEP) or Section 504 Accommodation plans to review, on a case by case basis, the extent of student participation in basic standards testing.~~

~~B. Students with LEP needs must be identified and accommodations made.~~

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.

2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.

3. Eligibility Requirements

a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:

(1) The IEP team must consider the student’s ability to access the MCA, with or without accommodations;

(2) The IEP must review the student’s instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not

linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

(3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;

(4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;

(5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

(1) Student's disability category;

(2) Placement;

(3) Participation in a separate, specialized curriculum;

(4) An expectation that the student will receive a low score on the MCA;

(5) Language, social, cultural, or economic differences;

(6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.

2. Eligibility Requirements

a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

c. For students in grades that the MTAS is not administered:

(1) the student must have cognitive functioning significantly below age level;

(2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and

(3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.

d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.

e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

3. Alternate ACCESS participation decisions must not be made on the following factors:

a. Student's disability category;

b. Participation in a separate, specialized curriculum;

c. Current level of English language proficiency;

d. The expectation that the student will receive a low score on the ACCESS for ELs;

e. Language, social, cultural, or economic differences;

f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com.

See "Guidelines for Accommodations in the Minnesota Assessment" document which can be found on the Minnesota Department of Education's website at: <http://education.state.mn.us/mde/static/000782.pdf>.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC STANDARDS TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and 2020-21 Guidelines for Administration of Accommodations and Linguistic Supports http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/Guidelines%20for%20Accomm_2020-21.pdf

See "Guidelines for Accommodations in the Minnesota Assessment" document which can be found on the Minnesota Department of Education's website at: <http://education.state.mn.us/mde/static/000782.pdf>.

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes.

~~This will be done annually on December 1.~~ Testing results will be documented and reported.

Legal References:

[Minn. Stat. § 120B.11 \(School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce\)](#)

[Minn. Stat. § 120B.30 \(Statewide Testing and Reporting System\)](#)

[Minn. Stat. § 125A.08 \(Individualized Education Programs\)](#)

[Minn. Rules Parts 3501.0640-3501.0655 \(Academic Standards for Language Arts\)](#)

[Minn. Rules Parts 3501.0700-3501.0745 \(Academic Standards for Mathematics\)](#)

[Minn. Rules Parts 3501.0820 \(Academic Standards for the Arts\)](#)

[Minn. Rules Parts 3501.0900-3501.0955 \(Academic Standards in Science\)](#)

[Minn. Rules Parts 3501.1300-3501.1345 \(Academic Standards for Social Studies\)](#)

[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)

[Eligibility Requirements for the Minnesota Test of Academic Skills \(MTAS\),](#)

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

[Alternate ACCESS for ELLs Participation Guidelines,](#)

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

[Minn. Rule Parts 3501.0010 to 3501.0180](#)

[Minn. Rule Parts 3501.0200 to 3501.0270](#)

[Minn. Stat. § 120B.11 \(School District Process\)](#)

Cross References: MSBA\MASA Model Policy 104 (School District Mission Statement)

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

MSBA\MASA Model Policy 613 (Graduation Requirements)

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

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

Rossman Elementary Goals 2022-23

2022-23 Goal #1: *To implement with fidelity the new PBIS model and expectations.*

HPS Competency Area1: There is a clear and shared focus in our building; Area 2: We have high standards and expectations for our students.

Guiding Principles	Implementation Actions and or Activities <i>List as Many as are needed to complete goal</i>	Timeline	People Engaged
R1	<ul style="list-style-type: none"> Communicate and share the new PBIS language to improve connection with and understanding for all students and families Increase engagement with PBIS strategies for all staff and students 	January 2023 January 2023	Site Leadership and PBIS Team
			Mid-Year Report In Progress
I2	<ul style="list-style-type: none"> Develop Rossman PBIS celebration and engagement activities for students, staff, and families 	January 2023	PBIS Team and Rossman Staff
	Resources: https://www.pbis.org/ ; PBIS Family Engagement ; PBIS Staff Engagement		Mid-Year Report In Progress
D3	<ul style="list-style-type: none"> Site Team and PBIS Team collaborate to develop implementation strategies for the new PBIS model and expectations 	August - plan for fall kick-off Monthly Meetings - plan systematic implementation	Site Leadership and PBIS Teams
			Mid-Year Report In Progress - Site and PBIS teams meet monthly to ensure implementation of new PBIS strategies

E4	<ul style="list-style-type: none"> Gather input through discussions and surveys of teachers, staff, students, and parents to refine strategies for implementation and continued development of the PBIS model and expectations 	Mid-Year: January 2023 End-of-Year: May 2023	Rossman staff, students, and parents
			Mid-Year Report In Progress - Informal conversations with grade-level and leadership teams to determine next steps in implementation

Rossman Continued

2022-23 Goal #2: <i>To continue to improve communication pertaining to and describing specific content standards and learning outcomes to further stakeholder understanding and engagement.</i> HPS Area 5: Our curriculum and instruction is aligned to Minnesota Standards			
Guiding Principles	Implementation Actions and or Activities <i>List as Many as are needed to complete goal</i>	Timeline	People Engaged
R1	<ul style="list-style-type: none"> Classroom communication to families will include descriptions of the standard or essential learning outcomes and ways families can reinforce the concepts at home 	September 2022-May 2023	K-5 Teachers
			Mid Year Report In Progress -Grade-level teams discuss topics included in family communication
I2	<ul style="list-style-type: none"> Teachers will collaborate during PLCs to develop communication strategies, practices, and platforms with families 	September 2022-May 2023	K-5 Teachers
			Mid Year Report

2022-23 Goal #2: To continue to improve communication pertaining to and describing specific content standards and learning outcomes to further stakeholder understanding and engagement.

HPS Area 5: Our curriculum and instruction is aligned to Minnesota Standards

Guiding Principles	Implementation Actions and or Activities <i>List as Many as are needed to complete goal</i>	Timeline	People Engaged
			In Progress -Grade-level PLCs meet weekly and discuss communication strategies
D3	<ul style="list-style-type: none"> Stakeholder input and feedback regarding level of understanding and connection to learning and instruction at Rossman will be collected via survey 	Mid-Year: January 2023 End-of-Year: May 2023	Site Leadership Team K-5 Teachers
			Mid-Year Report Parent Survey Data (Jan 2023) -85% YES -feel informed of skills & concepts taught in the classroom -98% IN FAVOR of communication platform (Seesaw) -91% IN FAVOR of communication frequency
E4	<ul style="list-style-type: none"> Implementation of systematic communication to remove barriers to understanding and connecting with learning and instruction at Rossman 	September 2022-May 2023	K-5 Teachers
			Mid-Year Report In Progress - Family Survey data

2022-23 Goal #2: *To continue to improve communication pertaining to and describing specific content standards and learning outcomes to further stakeholder understanding and engagement.*

HPS Area 5: Our curriculum and instruction is aligned to Minnesota Standards

Guiding Principles	Implementation Actions and or Activities <i>List as Many as are needed to complete goal</i>	Timeline	People Engaged
			shared with SITE Leadership and grade-level teams to discuss and develop improvement strategies as necessary

Roosevelt Building Goals

2022-23

2022-23

High Performing School Area: **There is a clear and shared focus in our building.**

GOAL #1: During the 2022-23 school year, 92% of Roosevelt staff will develop a clear and shared focus through committee discussions and professional development opportunities.

Staff Feedback: 88.9% agree; 11.1% disagree

Guiding Principles	Objectives	Activities	People Engaged / Timeline
R1	During the 2022-23 school year, Roosevelt staff will continue to build an understanding of the Multi-Tiered Systems of Supports, focusing on shared vocabulary and Tier One instruction.	<ul style="list-style-type: none"> ● MTSS Rvt Leadership Team Meetings ● MTSS Grade Level Meetings ● PLC discussions around tiers ● Student Intervention Team meetings 	Classroom Teachers, Interventionists and Administration - In Process
I2	During the 2022-23 school year, the MTSS team will address the specifics of which MTSS areas are clearly understood and which areas need more support / explanation.	<ul style="list-style-type: none"> ● MTSS Process Guide Trainings for District Team ● MTSS District Meetings ● MTSS Rvt Leadership Team Meetings ● MTSS Grade Level Meetings (x4) 	All Staff - In Process
D3	During the 2022-23 school year, Roosevelt PLC teams and the MTSS team will discuss student needs and strategies that are used to support students academic and behavioral needs.	<ul style="list-style-type: none"> ● MTSS grade-level document - edited after STAR testing windows close ● List and analyze monthly building date: attendance/academic/behavior ● Increased usage of Educlimber usage for individual needs of 	MTSS Team and Administration - <u>October</u> <u>November</u> <u>December</u> <u>January</u>

		students (addition of electronic SIT forms)	
E4	During the 2022-23 school year, the MTSS team will analyze Roosevelt's academic performance, demographics and attendance data to determine potentially overlooked need-areas.	<ul style="list-style-type: none"> ● Building-level MTSS meetings ● PLC discussions ● Student Intervention Team meetings ● Bi-weekly attendance meetings ● Attendance Meetings: Ed Neglect (layers of support) 	MTSS Team, S/E Team and Administration - In Process

2022-23 High Performing School Area: Our building has high levels of community and parent engagement.			
<hr/> GOAL #2: During the school year of 2022-23, staff will be informed of community and parent engagement we currently implement as well as areas that need improvement in order to increase staff's positive perception from 74.1 percent to 80 percent.			
Staff Feedback: 61.2% agree; 38.9% disagree			
Guiding Principles	Objectives	Activities	People Engaged / Timeline
R1	During the 2022-23 school year, Roosevelt Intervention Teams and SITE Leadership Team will seek ways to engage community members and increase family engagement.	<ul style="list-style-type: none"> ● Fall 2022 Open House ● Attendance at Fall ● Kindergarten Gingerbread Houses ● Winter Open House ● 5th Grade Wax Museum ● Divisions I, II and III Spelling Bees ● Kindergarten Roundup (x2) ● Parent/Teacher Conferences ● Attendance at Spring 	SITE/Title One Teams and Families - In Process

		Parent/Teacher Conferences <ul style="list-style-type: none"> ● Science Fair ● Music Informances (x6) ● Spring 2022 Family Fun Night ● 5th Grade Graduation 	
I2	During the 2022-23 school year, we will increase our social media presence by having Roosevelt staff submit an increasingly consistent number from various grade levels and departments each month.	<ul style="list-style-type: none"> ● Develop electronic calendar for Grade Levels, Specialists and Interventionists to contribute to social media 	Staff and Rvt Families - In Process
D3	During the 2022-23 school year, staff will provide weekly cultural activities for our American Indian students and discuss future planning and opportunities for diverse learning across grade levels.	<ul style="list-style-type: none"> ● Cultural activity opportunities guided/provided by Title 6 staff ● SAIL - art/cultural activities 	Title 6 Staff, SAIL staff and Administration - In Process
E4	During the 2022-23 school year, grade levels will send home a weekly/bi-wkly newsletter to parents posted in SeeSaw.	<ul style="list-style-type: none"> ● Weekly newsletters per grade level (paper copies upon request) ● Weekly Roosevelt Revelations (paper copies upon request) 	Staff and Families - In Process

2022-23 Goal: Detroit Lakes Middle School has frequent monitoring of teaching and learning

- Teacher → Teacher
 - PLCs identify and use data from assessments to influence instruction
 - PLCs focus on their impact on students
 - PLCs will implement collective efficacy in order to grow
- Principal → Teacher
 - Principal visits classrooms twice a trimester to ensure all students are having the same experiences.
 - Principal will review teacher gradebooks twice a trimester.
 - Principal will review PLC notes at least biweekly.
 - Principal will visit with PLCs after each set of classroom visits.

Guiding Principles	Implementation Actions and or Activities <i>List as Many as are needed to complete goal</i>	Timeline	People Engaged
Relationships	<ul style="list-style-type: none"> ● PLC collegial relationships will grow ● Principal visits will strengthen accountability 	Sept 2022 - May 2023	*Teacher → *Principal →
	Resources: PLC notes, principal visit logs, gradebook print outs		
Innovation	<ul style="list-style-type: none"> ● PLC training in a new approach ● Consistent principal walk-throughs 	Sept 2022 - May 2023	*Teacher → *Principal →
	Resources: PLC leader training, PLC+ books,		
Development	<ul style="list-style-type: none"> ● PLC training in a new approach ● Consistent principal walk-throughs and follow-up 	Sept 2022 - May 2023	*Teacher → *Principal →
	Resources: PLC notes		
Equity	<ul style="list-style-type: none"> ● Analyzing PLC assessment data for equity in instruction, feedback, assessment 	Sept 2022 - May 2023	*Teacher → *Principal →
	Resources: PLC notes, principal visits to PLCs		

Monitoring & Measure

Building Accountability Plan



Indicator bullets that will be addressed:

- Teacher → Teacher
 - PLCs identify and use data from assessments to influence instruction
 - PLCs focus on their impact on students
 - PLCs will implement collective efficacy in order to grow
- Principal → Teacher
 - Principal visits classrooms twice a trimester to ensure all students are having the same experiences.
 - Principal will review teacher gradebooks twice a trimester.
 - Principal will review PLC notes at least biweekly.
 - Principal will visit with PLCs after each set of classroom visits.

Guiding Principles	Administrator Teacher Leader Assigned (Accountability)	Monitoring Process	Measure of success and completion indicators	Plan Adjustments Actions
R1	<ul style="list-style-type: none"> • Suckert • PLC leaders 	<ul style="list-style-type: none"> • Twice/trimester classroom visits • Reviewing PLC notes 	<ul style="list-style-type: none"> • Post-classroom visit follow-up meetings to PLCs • Progress - Behind Progress 2X semester • Learning Target Audit 44/45 Sem. I • PLC note reviews posted in bulletin every other Friday. 	Site Council will monitor for completion via monthly agenda check-ins
I2	<ul style="list-style-type: none"> • Suckert • Pam Daly training for PLC+ 	<ul style="list-style-type: none"> • PLC notes reviewed biweekly • Monthly PLC leader training/meetings 	<ul style="list-style-type: none"> • Noticeable collective efficacy • Gradebook symmetry • Progress - PLC note reviews/PLC Meetings (Dec - storm-Feb. 	Site Council updates

2022-23 Goal: Detroit Lakes Middle School has high levels of collaboration and communication.

- Teacher → Teacher
 - PLCs identify and use data from assessments to influence instruction
 - PLCs focus on their impact on students
 - PLCs will implement collective efficacy in order to grow
- Principal → Teacher
 - Principal visits classrooms twice a trimester to ensure all students are having the same experiences.
 - Principal will review teacher gradebooks twice a trimester.
 - Principal will review PLC notes at least biweekly.
 - Principal will visit with PLCs after each set of classroom visits.
- Principal → Building Staff
 - Weekly bulletins sent via email

Floating meetings

 - Monthly staff meetings (choice of before or after school) for group meetings

Guiding Principles	Implementation Actions and or Activities <i>List as Many as are needed to complete goal</i>	Timeline	People Engaged
Relationships	<ul style="list-style-type: none"> ● PLC collegial relationships will grow ● Principal visits will strengthen accountability ● Increase building culture via increased building communication 	Sept 2022 - May 2023	*Teacher → Teacher *Principal → Teacher *Principal → Building Staff
	Resources: PLC notes, principal visit logs, gradebook print outs		
Innovation	<ul style="list-style-type: none"> ● PLC training in a new approach ● Consistent principal walk-throughs ● Consistent staff meetings 	Sept 2022 - May 2023	*Teacher → Teacher *Principal → Teacher *Principal → Building Staff
	Resources: PLC leader training, PLC+ books,		
Development	<ul style="list-style-type: none"> ● PLC training in a new approach ● Consistent principal walk-throughs and follow-up 	Sept 2022 - May 2023	*Teacher → Teacher *Principal → Teacher *Principal → Building Staff
	Resources: PLC notes		
Equity	<ul style="list-style-type: none"> ● Analyzing PLC assessment data for equity in instruction, feedback, assessment ● Clear communication amongst all staff through regular staff meetings 	Sept 2022 - May 2023	*Teacher → Teacher *Principal → Teacher *Principal → Building Staff
	Resources: PLC notes, principal visits to PLCs		

Monitoring & Measure

Building Accountability Plan

Indicator bullets that will be addressed:

- Teacher → Teacher
 - PLCs identify and use data from assessments to influence instruction
 - PLCs focus on their impact on students
 - PLCs will implement collective efficacy in order to grow
- Principal → Teacher
 - Principal visits classrooms twice a trimester to ensure all students are having the same experiences.
 - Principal will review teacher gradebooks twice a trimester.
 - Principal will review PLC notes at least biweekly.
 - Principal will visit with PLCs after each set of classroom visits.
- Principal → Building Staff
 - Weekly bulletins sent via email
 - Floating meetings
 - Monthly staff meetings (choice of before or after school) for group meetings

Guiding Principles	Administrator Teacher Leader Assigned (Accountability)	Monitoring Process	Measure of success and completion indicators	Plan Adjustments Actions
R1	<ul style="list-style-type: none"> • Suckert • PLC leaders • Site Council 	<ul style="list-style-type: none"> • Twice/trimester classroom visits • Reviewing PLC notes 	<ul style="list-style-type: none"> • Post-classroom visit follow-up meetings to PLCs • Progress - Behind • Learning Target Audit was semester 1 at 44/45 classrooms. 	Site Council will monitor for completion via monthly agenda check-ins
I2	<ul style="list-style-type: none"> • Suckert • Pam Daly training for PLC+ • Site Council 	<ul style="list-style-type: none"> • PLC notes reviewed biweekly • Monthly PLC leader training/meetings 	<ul style="list-style-type: none"> • Noticeable collective efficacy • Gradebook symmetry • Progress - On target • Gradebook audits multiple times semester 	Site Council updates
D3	<ul style="list-style-type: none"> • PLCs/Teams • Suckert • Site Council 	<ul style="list-style-type: none"> • PLC notes reviewed biweekly • Monthly PLC leader training/meetings 	<ul style="list-style-type: none"> • Noticeable collective efficacy • Gradebook symmetry • Progress - Gradebook audits multiple times semester • PLC Note review 	Site Council updates
E4	<ul style="list-style-type: none"> • PLCs • Suckert • Data Team • Site Council 	<ul style="list-style-type: none"> • Classroom visits • PLC notes reviewed biweekly • Site Council 	<ul style="list-style-type: none"> • Gradebook symmetry • Noticeable collective efficacy • Growth in ALL students • Progress - On Target 	Site Council updates

ALC Laker PRIDE

Staff rating, 1 (worst) through 4 (best)

	<p>3.6 / 4</p> <p>Purpose our intention, what drives us</p>	<p>Deliver educational excellence.</p>
	<p>2.6 / 4</p> <p>Relationships the ways we connect and behave toward each other</p>	<ul style="list-style-type: none"> • School staff and parents collaborate to ensure mutual support for each other's roles as partners <ul style="list-style-type: none"> ○ Weekly communication with school and home ○ Quarterly staffings for continuous improvement ○ Mid-quarter reports ○ Open invitations to visit ○ Participation in Advisory activities
	<p>3.6 / 4</p> <p>Innovation the creation, development and implementation of a new idea or concept to enhance educational opportunities</p>	<ul style="list-style-type: none"> • School staff will use a variety of media tools to support communication <ul style="list-style-type: none"> ○ All communication is individualized to meet the needs of families and school ○ Use of Project-Based Learning
	<p>3.1 / 4</p> <p>Development a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components</p>	<ul style="list-style-type: none"> • Parents know and understand the process of communication to improve student outcomes <ul style="list-style-type: none"> ○ Expand partnerships with community organizations to improve parent and student engagement ○ Credit Recovery availability
	<p>3.7 / 4</p> <p>Equity the quality of being fair (not equal) and impartial</p>	<ul style="list-style-type: none"> • School staff and parents collaborate to ensure mutual support for each other's roles as partners in their students education <ul style="list-style-type: none"> ○ Rights of students and parents are respected and communicated to promote trust ○ Access to Friday activities

2022-23 Goal: We have high standards and expectations for ALL students (2022-2023)

Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

Guiding Principles	Implementation Actions and or Activities List as Many as are needed to complete goal	Monitoring Process	Measure of success and completion indicators	Plan Adjustments Actions
R1:	<ul style="list-style-type: none"> ● Meet PBIS goal of 5:1 Positive to Negative interactions with students by using the tools built into our BARR System. <ul style="list-style-type: none"> ○ Creation of a new Laker Pride positive reward system ○ Give out at least 4500 Laker Pride Tickets this year ● Implement I-Time curriculum (both Vol. 1 in 9th grade and Vol. 2 in 10-12) with fidelity ● Implement a Student Strength Glossary (Old Dots/Have Nots) to improve staff understanding of student connections to school and student strengths to inform instruction. <ul style="list-style-type: none"> ○ “R U Ready for School I-Time (Student Voice)” 	Electronic Laker Pride Google Form New BARR Master Sheet DLHS MTSS Data (Behavior, Academics, Attendance)	<p>We have given out 3,494 Laker Prides so far this year!</p> <p>(Last year we gave out 2,385 total!)</p> <p>We have implemented a new system this year for parent communication.</p>	<p>Continue to refine student glossary, Laker Pride, BARR Master Sheet, and BARR communication link for ease of use for instructors.</p> <p>We have a continued focus on improving parent communication early and often using our new system.</p>
	Resources: BARR Happy Hour Meetings, Laker PRIDES, I Time Audits			
I2	<ul style="list-style-type: none"> ● Implement a Flex Scheduler to use with student intervention during block days. ● Implement Morning Announcements (Student Led) ● Use the work called “What School Could Be” to start critical conversations around how and why our schools should change! <ul style="list-style-type: none"> ○ Watch the video “What is school for” during workshop ○ Continue the conversation in our Instructional Excellence Team meetings. 	New AIT Sign up Sheet	<p>New sheet has been used since November of 2022.</p> <p>During the week of January 16th, we only had 5 students who didn't make it to AIT out of (XXX Number)</p>	<p>We are continuing to improve the sheet including taking student attendance on the new sheet and tying it into our scanning process.</p>
	Resources: Tim Vagle, Brady Baxter, M. Kvebak			

<p>D3</p>	<ul style="list-style-type: none"> ● Implement “Standards of Performance” for staff based on identified high needs areas. <ul style="list-style-type: none"> ○ DLHS House Rules-created during workshop ● BARR Training (August) ● Teach I-Time Lessons to intentionally build capacity in students. ● Enhanced Student Expectations <ul style="list-style-type: none"> ○ Intentionally taught during first few weeks ○ Booster trainings throughout the year 	<p>During workshop our staff collaborated to create a “DLHS House Rules”</p>	<p>DLHS House Rules</p>	<p>The House Rules are reviewed constantly with staff and we have had great conversations about what we expect out of each other.</p>
<p>Resources: BARR I Time Lessons Volume 1 (9th) and Volume 2 (10-12)</p>				
<p>E4</p>	<ul style="list-style-type: none"> ● Increase participation in advanced courses across all demographics. <ul style="list-style-type: none"> ○ Current Data (AP Exams) 10th grade=31, 11th grade=50, 12th grade=33 ● Implement MTSS Tier 1 best practices school wide. (Guaranteed Curriculum-Learning Targets, Common Assessments, Checks for understanding) <ul style="list-style-type: none"> ○ Administrator Observation ● Implement a “Student Advisory Council” representative of our student population. ● Collect “Street Data” from former graduates' stories. (What helped, what didn't help, etc...) 	<p>Instructional Excellence Team</p>	<p>Instructional Excellence Team Goals:</p> <ol style="list-style-type: none"> 1. Enlist the help of all departments to improve MCA scores. Focus=reading and comprehension 2. Design a building wide cell phone and electronic device procedure 	<p>The Instructional Excellence Team collaborated on this work for 2 months, our staff also spent time during the January 3rd inservice to collaborate and we Implemented these 2 pieces for 2nd semester.</p>
<p>Resources: Street Data book,</p>				

2022-23 Goal: We have focused professional learning in our building Focused Professional Development. A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

Guiding Principles	Implementation Actions and or Activities <i>List as Many as are needed to complete goal</i>	Monitoring Process	Measure of success and completion indicators	Plan Adjustments Actions
<p>R1:</p>	<ul style="list-style-type: none"> • We have organized our schedule around 2 different staff teams in order to facilitate focused professional learning. These are: Pathway teams and course alike PLC's. These groups meet weekly to implement school wide initiatives, analyze data, and collaborate between and across curricular areas. • BARR small block and big block meetings. During our pathway meetings, staff discuss student concerns within these meetings in order to problem solve issues that are occurring and ensure a connection with all students. • Send out talking points from all meetings 	<p>BARR implementation Reports</p> <p>Meeting minutes from PLC's and pathway teams</p>	<p>BARR Coaching Report</p>	<p>We are currently working with our BARR Coach (Steve Ball) to improve our I-Time fidelity and getting to the root cause of issues we are seeing with students.</p>

	Resources: BARR Happy Hour Meetings, Laker PRIDES, I Time Audits			
I2	<ul style="list-style-type: none"> Implement peak performance meetings (6 of them) to improve staff connection, provide an opportunity for learning/growth, and monitor our progress on building goals throughout the year. 	Meetings are on the calendar for the year	Peak Performance Meeting Example	We have shorter, frequent peak performance meetings that include some team building, some celebration, and some learning.
	Resources: Student surveys, agendas from strategy teams to inform these meetings.			
D3	<ul style="list-style-type: none"> Implement the following DLHS strategy teams: BARR, Student Leadership Team, Academy Leadership Team, Instructional Excellence Team, and DLHS Culture Team to implement a shared leadership model, continuously improve the student experience, staff experience, and outcomes at our building. Conduct a 2 day BARR training for staff on August 10 and 11 focused on effective team meetings and 	<p>These strategy teams have been working since last August</p> <p>BARR training was conducted with 28 staff members attending</p>	<p>Instructional Excellence Team Meeting Example</p> <p>Academy Leadership Team Meeting Notes</p> <p>Major goals for the year were:</p> <ol style="list-style-type: none"> 1. Involve students more in the process 2. Communicate with parents more often 3. Have an impact on the students with 3+ course failures (We didn't have much of an impact on this group last year). 	

	<p>addressing trauma through BARR.</p> <ul style="list-style-type: none"> • Connect our course alike PLC work to data analysis, BARR, and MTSS Tier 1 expectations. 			
Resources: PLC Plus book, Student surveys				
E4	<ul style="list-style-type: none"> • Train staff on the 3 Levels of Data (Satellite, Map, Street Data) from “The Listening Leader: Creating the Conditions for Equitable School Transformation” • Implement the 3 Levels of Data in all our Strategy Teams 	Levels of data have been reviewed multiple times since back to school workshop	<p>We have collected and used multiple pieces of Street Data with our staff.</p> <p>We have also created the 6 types of data for school transformation “DLHS version” to guide our work in using data effectively.</p>	We continue to collect and use multiple types of data. Our overall goal is to effectively use this data to improve our school. While we have made gains in some areas, we are not satisfied and continue this growth in all of our strategy teams and as a staff! Our staff has done a tremendous job digging into this so far this year!
Resources: John Wiley Book				

Annual Compliance Overview

[Minnesota Statutes, section 124D.78](#) requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the statute cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

The Vote and Resolution

If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence. This vote is formally reflected on the annual compliance documents. Members of the AIPAC must present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to the OAIE.

Completing and Submitting the Documents

The following items are required when submitting annual compliance:

- ✓ The annual compliance/vote of concurrence or nonconcurrence document
- ✓ The AIPAC resolution document
- ✓ The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage)

All items are fillable PDF forms. When completing, remember to:

- Include the district or school name and identifying number.
- Place a check mark next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required. **Digital signatures are accepted.*
- Use the drop-down menu in the roster to select the appropriate committee member options.

The District or School Does Not Have an AIPAC:

Districts or schools that do not have an AIPAC are still required to complete this paperwork.

- Place a check mark next to “Does Not Have an AIPAC”.
- Obtain the signature of the superintendent or charter/tribal school director and the school board chair. The resolution page is not required.

Submission Deadline:

Email all three required items **by March 1** to: mde.indian-education@state.mn.us

Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name: _____

The American Indian Parent Advisory Committee Vote

_____ *The AIPAC Issued a Vote of Concurrence*

Date of Concurrent Vote: _____

Date the AIPAC presented to the school board: _____

_____ *The AIPAC Issued a Vote of Nonconcurrence*

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Nonconcurrent vote: _____

Date the AIPAC presented to the school board: _____

Date the written response from the school board is due: _____

_____ *The District/School Does Not Have an AIPAC*

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

Required signatures

**Digital signatures are accepted*

School Board Chairperson

Date

Superintendent or Charter/Tribal School Director

Date

AIPAC Chairperson

Date

The American Indian Parent Advisory Committee Resolution

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

_____ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

_____ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Nonconcurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

AIPAC Chairperson Printed Name and Signature

Date

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD 0022 Detroit Lakes
Public Schools

District Integration Status: (A) Adjoining

Superintendent: Mark Jensen

Phone: 218.847.9271

Email: markjenson@detlakes.k12.mn.us

Plan submitted by: Renee Kerzman

Title: Director of Curriculum and Instruction

Phone: 218.847.9271

Email: rkerzman@detlakes.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.

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:

West Central Multidistrict Cultural Collaborative

1. ISD #549 Pelican Rapids RI- Racially Isolated
2. ISD #548 Perham A- Adjoining
3. ISD #150 Hawley A- Adjoining
4. ISD #544 Fergus Falls A- Adjoining
5. ISD #22 Detroit Lakes A- Adjoining
6. ISD #550 Underwood A-Adjoining
7. ISD #23 Frazee V -Voluntary
8. ISD #542 Battle Lake V- Voluntary

School Board Approval

X We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: MARK JENSON.
Signature: _____

Date Signed: _____

School Board Chair: JOHN STEFFL
Signature: _____

Date Signed: _____

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): DLach
Date Signed: 2/13/13

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council

Multidistrict Collaboration Council Members:

- Doug Bruggeman -- Pelican Rapids
- Becky Wontor -- Pelican Rapids
- Tanya Maethner -- Battle Lake
- Renee Kerzman -- Detroit Lakes
- Jeff Drake -- Fergus Falls
- Becky Matejka -- Frazee-Vergas
- Kelly Anderson -- Hawley
- Hannah Levenhagen -- Perham-Dent
- Chelea Cruz -- Underwood

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: The fall to winter STAR Literacy Student Grow Percentile (SGP) average of our group of American Indian Students will increase from 50% meeting the goal in 2022 to 59% in 2026.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Strategies

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).

Strategy Name and #: STRATEGY #1 Reduce achievement disparities between student groups through the types of strategies.

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

In order to increase capacity to provide Tier 2 interventions to support reading in the elementary school, 1FTE, will be in place at each elementary school to utilize PRESS intervention strategies aligned with our MTSS process. PRESS provides skill-based, targeted interventions in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our data-driven process supports the systematic use of screening, diagnostic, and progress monitoring data to select appropriate interventions targeted to students' needs. The total of 2 FTE will be funded through A & I to help implement the MTSS process to reduce achievement disparities between student groups. The delivery model will depend on the student needs of small group instruction or push into the classrooms. The frequency will be daily. Ongoing progress monitoring and data will occur with PRESS and STAR data with a focus on growth data to measure the progress towards proficiency of the MN standards.

The teachers in these positions will have ongoing professional development support provided by an instructional coach. FTE of an instructional coach will be utilized to provide embedded reading support as well as cultural competency training opportunities. This instructional coach will also be utilized to collaborate and coordinate with our partner districts and Pelican Rapids School district in professional development as well as the integration activities and strategies described below in the next goals and strategies.

Location of services: Rossman and Roosevelt Elementary

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The fall to winter STAR Literacy Student Grow Percentile (SGP) average of our group of American Indian Students will increase from 50% in 2022 to 59% in 2026.	55%	57%	59%

Goal #2: Teachers funded through Achievement and Integration will be effective, experienced and diverse teachers. Teachers will increase their understanding of culturally responsive and research-based practices in reading through participation in Professional Learning Community (PLC) meetings facilitated with the instructional coach focused on cultural competency within reading instruction. The goal for this is that these teachers' PLCs will meet 3 times per year starting in the fall of 2023 and will increase those learning events to 6 by the spring of 2026.

- Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Strategy Name and #: STRATEGY #2 Highly Qualified Positive Achievement Interventionists

Type of Strategy: Professional development opportunities focused on academic achievement of all students

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Teachers in this program will work within a PLC model to increase their understanding of how to integrate culture into their daily instruction as well as research based best practices in reading. These PLCs will be facilitated by our instructional coach who does the cultural competency trainings as well as reading training. The increase in the number of teachers' PLCs will support ongoing, embedded professional development and collaboration, leading to improved student learning outcomes.

In order to increase capacity to provide Tier 2 interventions to support reading in the elementary school, 1FTE, will be in place at each elementary school to utilize PRESS intervention strategies aligned with our MTSS process. PRESS provides skill-based, targeted interventions in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our data-driven process supports the systematic use of screening, diagnostic, and progress monitoring data to select appropriate interventions targeted to students' needs. The total of 2 FTE will be funded through A & I to help implement the MTSS process to reduce achievement disparities between student groups. The delivery model will depend on the student needs of small group instruction or push into the classrooms. The frequency will be daily. Ongoing progress monitoring and data will occur with PRESS and STAR data with a focus on growth data to measure the progress towards proficiency of the MN standards.

The teachers in these positions will have ongoing professional development support provided by an instructional coach. An instructional coach will be utilized to provide embedded reading support as well as cultural competency training opportunities. This instructional coach will also be utilized to collaborate and coordinate with our partner districts and Pelican Rapids School district in professional development as well as the integration activities with students and districts implementing the strategies described below.

Location of services: Rossman Elementary and Roosevelt Elementary

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Teachers in this program will work within a PLC model to increase their understanding of how to integrate culture and research based best practices in reading into their daily instruction. The teachers will meet 3 times per year in 2023 and will increase the frequency of those learning events to six by 2026.	4	5	6
Teachers will utilize their classroom data to track fidelity of instruction through percentage of time they are utilizing the research-based strategies in their intervention periods.	75%	80%	85%

Goal #3: The Positive Behavior Interventionist (PBI)/Student Success Coordinator will provide Tier 2 instruction and support to students with behavioral needs with strategies that will improve the amount of time spent in the classroom. Office referrals of our American Indian students will decrease from 48 students in 2022 to 38 students in 2026.

Aligns with WBWF area: All students are ready for career and college.

Goal type: Achievement Disparity

Strategy Name and #: STRATEGY # 3 Student Success Coordinator/Positive Behavior Interventionist

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy.

The 1.0 FTE Student Success Coordinator/Positive Behavior interventionist (PBI) will utilize positive behavior intervention strategies and works collaboratively with the student's educational team and parents to develop and implement research-based intervention strategies (positive behavior supports) for the classroom and within the school environment that allows the student to positively utilize the strategies in the classroom and other school settings which will lower the office referrals. By remaining in class for instruction, the student will have more opportunity for success. The teacher will participate in learning to utilize restorative practices and positive interventions. As the students learn the strategies, the students will be able to better participate in their classroom instruction which will provide them with more success in the classroom. In addition, the PBI will communicate with families and document in Educlimber so there is a systematic approach to communication and data collection. Additional support and professional development will be provided to the person in this position by an instructional coach. Additionally, the Student Success Coordinator will provide and coordinate academic success strategies and interventions for students who are at risk of failing to meet college and career readiness achievement levels.

The number of office referrals will be tracked and recorded annually to assess progress towards the goal. The goal is achievable through the implementation of culturally responsive practice, conflict resolution programs and positive behavior interventions. Reducing office referrals is important for creating a positive learning environment for students and promoting academic success. Attendance data will be closely monitored with appropriate family connections and interventions systematically implemented. With these

strategies in place, attendance rates will increase due to students motivating and sense of belonging along with the success rate increasing.

The Student Success Coordinator will assist in the building MTSS team coordination to ensure systems are in place to support student academical, behaviorally and social emotionally.

Location of services: Detroit Lakes Middle School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Office referrals of our MS American Indian students will decrease from 48 in 2022 to 39 in 2026.	44	41	38
Consistent attendance for our MS American Indian students will increase from 74% in 2022 to 80% in 2026	76	78	80

Goal # 4 Pelican Rapids and Detroit Lakes students will interact two times in 2022 and increase to five times per year in 2026. Some will be virtual and some will be in person to focus on gaining an understanding of different perspective through focusing on career and college readiness at all levels.

Aligns with WBWF area: All students are ready for career and college.

Goal type: INTEGRATION

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Strategy Name and #: STRATEGY #4 Intro to Education Partnership

Type of Strategy Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.

- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy.

We are proposing to focus on growing more educators by partnering with each other for Intro to Education courses and experiencing some of the practicum hours in the partner district. The students’ interactions with each other would include those students enrolled in the course or interested in becoming a teacher, as well as those students in which they made classroom visits.

Focus of integration strategy will be for our Detroit Lakes and Pelican Rapids students to experience one another’s classrooms and have opportunities to discuss with each other and with staff from the partner school district. Both schools have Intro to Education courses so the students enrolled in those courses will be the main participants however they may have experiences in a variety of grade levels in partner districts. The instructional coach will help facilitate the experiences by making connections with teachers from Pelican Rapids and Detroit Lakes. Encouraging interaction between students from different areas is important for promoting diversity, empathy, and understanding of different perspectives. Students will be surveyed following each interaction with the goal of increase of comfort level and rating of ability to interact with someone outside of their own demographics.

Location of services: Detroit Lakes and Pelican Rapids

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Pelican Rapids and Detroit Lakes students will interact two times in 2022 and increase to five times per year in 2026.	3	4	5
The percentage of participating students indicating that the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will increase by 5% each year (baseline 60%).	65%	70%	75%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

Pelican Rapids hires a facilitator for our Cultural Collaborative and a portion of that salary comes from each of the partner schools so that we have a centralized person to help organize and facilitate to ensure quality work is

happening. Detroit Lakes does not use any other A & I funding for administrative assistant or management of this work.

The West Central Multidistrict Collaborative strives to build and maintain authentic integration activities and partnerships that increase cultural understanding, provide a real sharing of perspectives to appreciate differences, are relevant to students' lives, provide meaningful and memorable experiences for students and provide a foundational learning that allows for continued learning.

Cultural Immersion Events/Activities are designed to create opportunities for all students to interact with students outside of their own demographics to broaden their experiences with people of other racial, ethnic, economic backgrounds, interests, and abilities.

In addition to the planned activities, our Multidistrict Collaboration Council regularly communicates and shares each districts' cultural resources, events, and other integration opportunities which enables additional students to participate.



Achievement and Integration Revenue FY 2024 Budget Worksheet

Use this workbook to list proposed expenditures of FY 2024 Achievement Integration (A&I) revenue. All expenditures must support strategies in your district's MDE-approved A&I plan. Each worksheet has a column where you will explain how each line item is intended to fund a strategy. **Please use the instructions in the prior tab of this workbook.** For details on budget requirements, see the A&I Budget Guide on the A&I webpage.

DETROIT LAKES PUBLIC SCHOOL DISTRICT

District Name: _____
 District ISD Number: 22 _____
 Superintendent: MARK JENSON _____
 Partnering Districts: _____

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: RENEE KERZMAN _____
 Phone: 218.847.9271 _____
 E-mail: RKERZMAN@DETLAKES.K12.MN.US _____

Fiscal Staff: JASON KUEHN _____
 Phone: 218.847.9271 _____
 Email: JKUEHN@DETLAKES.K12.MN.US _____

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2024 and enter it below. See lines 12 and 13 in your district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on enrollment projections and A&I funding formulas. These estimates will be adjusted to reflect actual FY24 enrollment. Directions for finding Integration Revenue reports online are posted to the A&I website.

Total Initial Revenue (FIN 313)	\$	288,804.30
Total Incentive Revenue (FIN 318)		
TOTAL A&I REVENUE	\$	288,804.30

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2024 Achievement & Integration budget as approved by the school board.

Board Approval Date _____
 School Board Chair _____ Date _____
 Superintendent _____ Date _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: _____ Approved Incentive Revenue: _____
 MDE Approval: _____ Date: _____

DATE: February 15, 2022

TO: Mark Jenson, Superintendent and Board of Education

FROM: Jason Kuehn - Director of Finance & Operations

SUBJECT: **Kent Freeman Sports Arena Lease Agreement (2023-2026)**

Detroit Lakes Public Schools has leased the Kent Freeman Arena for many years for the purposes of space for its girls' and boys' hockey programs, and limited use for baseball, softball and some physical education classes. The District has worked with the Arena Commission on an agreement to renew the lease agreement between Detroit Lakes Public Schools and the City of Detroit Lakes for the 2023-24, 2024-25, and 2025-26 school years.

The proposed agreement includes a fixed increase of \$6,029.00 annually over the duration of the contract. The current lease agreement is \$119,646 for 2022-23 school year. With the renewal of the agreement, the annual lease will be as follows:

- 2023-24 School Year: \$125,675.00
- 2024-25 School Year: \$131,704.00
- 2025-26 School Year: \$137,733.00

The Facilities and Finance committees recommend approval.



City of Detroit Lakes

1025 Roosevelt Ave., P.O. Box 647 Detroit Lakes, MN 56502

KENT FREEMAN SPORTS ARENA
USE AGREEMENT

DETROIT LAKES PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #22

AND

CITY OF DETROIT LAKES

2023-2024

2024-2025

2025-2026

KENT FREEMAN SPORTS ARENA USE AGREEMENT

THIS AGREEMENT, Made this ____ day of _____, 2023, by and between the City of Detroit Lakes, a municipal corporation, 1025 Lake Avenue, Detroit Lakes, MN 56501, hereinafter called "City," and the Independent School District No. 22 of Becker County, 702 Lake Avenue, Detroit Lakes, MN 56501, hereinafter called "School District."

RECITALS

- 1. The City is the owner of a multi-use facility located at Rossman Avenue in Detroit Lakes named the "Kent Freeman Arena" consisting of two ice rinks or floors, locker rooms, showers and necessary appurtenances identified as "Arena #1" and "Arena #2", hereinafter referred to collectively as the "Arena;" and
- 2. The School District, through its Physical Education Program and its Athletic Program, offers physical education, hockey, softball, baseball and other education and activity programs; and
- 3. It is the desire of the School District to use the Arena for such physical education, hockey, softball, baseball and other educational activity programs.

NOW, THEREFORE, in consideration of the use fee and pursuant to the terms of this agreement, the City and School agree as follows:

TERM OF AGREEMENT. This agreement shall be in effect from:

October 16, 2023 to March 1, 2026

- 2. USE OF ARENA. The School District is granted the non-exclusive use of the ice rinks or floors, locker rooms, showers, and necessary appurtenances in Arena #1 and Arena #2 for its Physical Education Program and its Athletic Program to offer physical education, hockey, softball, baseball and other education and activity programs according to the schedule set forth in Section 4 of this agreement. The City retains the right to use of the Arena and the right to grant use of the Arena to third parties during the term of this agreement, provided that use by the City does not conflict with the use of the Arena by the School District as set forth in this agreement.
- 3. USE FEE. The School District agrees to pay to the City the following annual base use fee for the use of the Arena described in this agreement:

2023 - 2024	\$125,675 due by November 29, 2023
2024 - 2025	\$131,704 due by November 29, 2024
2025 - 2026	\$137,733 due by November 29, 2025

by check made payable and delivered to:

City of Detroit Lakes
1025 Roosevelt Avenue
Detroit Lakes, MN 56501

4. SCHEDULE. The School District shall have the use of the buildings according to the following schedule:

School year 2023-2024:

Ice Sheets: October 16, 2023, to March 3, 2024
Use: October 16, 2023, to April 30, 2024

School year 2024-2025:

Ice Sheets: October 14, 2024, to March 2, 2025
Use: October 14, 2024, to April 30, 2025

School year 2025-2026:

Ice Sheets: October 13, 2025, to March 1, 2026
Use: October 13, 2025, to April 30, 2026

A. All regular scheduled home hockey games, the dates and hours, which are set forth in a schedule supplied by the School District to the City on or before October 1st each year this agreement is in effect with the exception of Sectional Games. If any scheduled games are canceled or postponed due to weather or ice conditions, they shall be rescheduled with 48 hour notice only after consultation with the City of Detroit Lakes Public Works Director or the Park and Arena Supervisor. The school shall give the Public Works Director or Parks and Arena Supervisor as much notice as possible, if it becomes necessary to reschedule Sectional Games. Any additional costs associated with the change shall be the responsibility of the School District.

B. Regular hockey practice as follows:

1) Hockey practice from 4:00 PM to 6:30 PM Monday through Friday with two sheets of ice available. Morning hockey practice from 6:00 AM to 8:00 AM will generally not be scheduled. If scheduled, use will be restricted to days when the rink is available and is to be communicated with the Arena Supervisor.

2) On nights with home Varsity hockey games, the rink may be used by the JV team for practice from 3:30 PM to 5:15 PM, but one (1) hour must be allowed for preparing the rink for the games.

- 3) The hockey coach will be responsible for seeing that students are off the ice and out of the building no later than 30 minutes after the close of practice.
- 4) Any changes in the schedule will be made only by mutual agreement with the School District Administration and the City Park and Arena Supervisor or Public Works Director.
- 5) The Sports Arena will be closed if school activities are cancelled due to the weather.

C. Students may use the rink Monday through Friday, during supervised Physical Education periods. Physical Education instructors shall supervise the students. The Public Works Director shall be given a schedule or notified in advance of the use of the building by students.

D. Except for extended season play, ice shall be removed from the Sports Arena floors by Monday following the first weekend of March or such other date as mutually agreed upon by the parties. Thereafter, the School District shall have the use of the building for baseball and softball practice Monday through Friday during the hours of 3:30 PM through 6:00 PM until April 30th.

E. During its defined period of use, the School District shall also have the right to use the facilities for the following special events:

- 1) Hockey Jamborees - dates and times to be determined by the School District.
 - 2) Christmas Tournaments - dates and times to be determined by the School District.
 - 3) Sectional Tournament scheduled for late February (if selected site). Dates to be determined by Section Committee. In the event MSHSL makes changes in schedules or activities, dates may be adjusted.
 - 4) School supervised Winter Snowball events – dates and times to be determined by the School District.
 - 5) Hockey cheerleader practice one hour per week. Practice schedule to be arranged by the Public Works Director and the Activities Director.
 - 6) Dates for any other special events shall be furnished to the Public Works Director by October 1st of each year.
5. TICKETS. The School District is to provide all personnel necessary for the sale of admission tickets to all School events and activities.

6. SUPERVISION. The School District is to provide personnel to supervise students at any time the building is being used by its students under this agreement. Such personnel shall be assigned by and responsible to School Administration.
7. SUPERVISORS. The coach or supervisor is responsible for seeing that all pieces of equipment and supplies of the school and the players are picked up and properly stored.
8. EQUIPMENT AND SUPPLIES. The coaches or supervisors shall be responsible for seeing that all pieces of equipment and supplies of the School District are picked up and properly stored in the areas and cabinets provided by the City.
9. MAINTENANCE. The City shall maintain the ice rinks and keep the same in good condition and state of repair. The City is to maintain all ice-making and cleaning equipment/machines, the ice rink - including flooding, cleaning of surface, the repair or replacement of boards, goals and nets, storage cabinets and lockers.
10. JANITOR SERVICE. The City shall maintain the locker room, shower room, bleacher, storage, and upper arena areas and keep the same in good condition and state of repair. The City shall also provide janitor service for cleaning of the locker room and shower room areas each day and cleaning of the bleacher area, storage area, and upper arena areas as needed.
11. RULES AND REGULATIONS. The rules and regulations of Independent School District No. 22 pertaining to student conduct shall be in effect during all times this building is used by the School District. Additional policies governing the conduct of students may be developed as needed by the Public Works Director and the School Administration. The policies, rules and regulations shall be enforced by School District personnel as assigned by the School Administration. The School Activities Director shall notify the Public Works Director of the School District personnel responsible for supervision and enforcement of policies, rules, and regulations pertaining to the various activities conducted by the School District on the premises.
12. WEATHER CANCELLATIONS. The Arena will be closed if school activities are cancelled due to weather.
13. OPEN SKATING. The City of Detroit Lakes reserves the right to establish hours for open skating. Any scheduling conflict with School District events or activities will be resolved by mutual agreement with the School District Administration and the City Park and Arena Supervisor or Public Works Director.
14. HOCKEY. Unless otherwise specified, the Head Hockey Coach(es) is/are responsible for and in charge of the School District's hockey program and all personnel involved, which includes the Varsity and JV squad programs. The Head Hockey Coach(es) is/are responsible directly to the School District Activities Director

for the hockey program.

15. ENERGY SHORTAGES. In the event that deviation from the School District use schedule set forth in this agreement is necessary due to energy shortages, the rental fee expressed in this contract is subject to modification. The amount to be paid, should services be curtailed, will be negotiated by the parties, taking into consideration limitations experienced by the School District in terms of use of facilities and admissions collected.
16. ASSIGNMENT. The School District shall not assign any rights or duties under this agreement or grant any third party the use of the Arena, or any part thereof, nor allow any other person to occupy or use the Arena without the prior written consent of the City, which consent shall not unreasonably be withheld. Consent to one period of use by any other person or entity shall not be consent to any subsequent use by persons other than the School District. This agreement shall not be assignable, as to the interest of the School District voluntarily or by operation of law without the written consent of the City. If the City does give consent to assignment or use by third parties, such consent shall not release the School District from its obligations hereunder unless a release is specifically given by the City.
17. CASUALTY DAMAGE. If during the term of this agreement the Arena or any portion thereof shall be damaged or destroyed by fire or other casualty so that the Arena or a portion thereof shall thereby be rendered unfit for use or occupation, the City shall have the option to either (a) repair such damage with all reasonable diligence and restore the premises to substantially the same condition immediately prior to such event, and until said premises shall have been duly repaired and restored, the use fee or a proportionate part thereof, according to the nature and extent of the damage which has been sustained, shall be abated, or (b) the City or School District may terminate this agreement and in case of such termination, the use fee shall be paid proportionate to the date of such fire or casualty and all other further obligations on the part of either party hereto shall cease.
18. INDEMNIFICATION BY SCHOOL DISTRICT. The School District shall protect, defend, hold harmless and indemnify the City against any and all claims, actions, losses, costs, expenses and liabilities, including reasonable attorney's fees for defense, arising out of or in any way related to the School District's use of the premises or any of the School District's activities or events, save when said claim, action, loss, cost, expense or liability is caused or contributed to by the negligence or breach of this agreement by the City. In case of any action or proceeding brought against the City by reason of a claim covered by this paragraph, upon notice from the City, the School District covenants to defend such action or proceeding by counsel reasonably satisfactory to the City. Nothing in this agreement shall cause either the City or School District to be subject to liability in excess of any statutory limits of liability or waive any governmental immunities applicable to the City or School District
19. INDEMNIFICATION BY CITY. The City shall protect, defend, hold harmless and

indemnify the School District against any and all claims, actions, losses, costs, expenses and liabilities, including reasonable attorney's fees for defense, arising out of or in any way related to claims, actions, losses, costs, expenses or liability caused or contributed to by the negligence or breach of this agreement by the City. In case of any action or proceeding brought against the School District by reason of a claim covered by this paragraph, upon notice from the School District, the City covenants to defend such action or proceeding by counsel reasonably satisfactory to the School District. Nothing in this agreement shall cause either the City or School District to be subject to liability in excess of any statutory limits of liability or waive any governmental immunities applicable to the City or School District.

20. **LIABILITY INSURANCE.** The School District and City shall each maintain, through the term of this agreement, policies of comprehensive general liability insurance with limits at least equal to the maximum liability limits provided by Minnesota Statute 466.04; as may be amended. Said policies of insurance shall be evidenced by a certificate of insurance, which shall be placed on file with the City by the School District and with the School District by the City prior to commencement of use of the premises by the School District. Each such policy or certificate shall contain a valid provision or endorsement that the policy may not be canceled, terminated, changed or modified without giving the other party to this agreement thirty (30) days advance written notice of such change. The policy shall also contain a contractual liability endorsement evidence insurance coverage for the School District's indemnification obligation to the City and the City's indemnification obligation to the School District under this agreement.
21. **HOLD HARMLESS.** The City shall not be liable to the School District or to any employee, student or invitee of the School District for any claim or cause of action arising out of death, injury, damage to property occurring in, on or about the leased premises except for damages caused or contributed to by the negligence or breach of this agreement by the City, its employees or agents as determined by a court of competent jurisdiction.
22. **ALTERATIONS AND IMPROVEMENTS.** The School District shall not make alterations, additions or improvements, nor make changes to the building front or other structural changes to the Arena without prior written approval from City. Any banners or signs placed on the building's interior or exterior shall be approved by the City Park and Arena Supervisor or Public Works Director. The School District shall provide lien waivers to City from any contractors or subcontractors furnishing material, services or labor to any improvement, which City may, in its discretion, require in advance of providing City's written approval. The School District shall hold City harmless from any liens, encumbrances or other obligations whatsoever arising from any such alterations or improvements.
23. **OWNERSHIP OF IMPROVEMENTS AND FIXTURES.** Any alterations, installations, additions and improvements made to the Arena by the School District shall become the property of City. However, furniture, trade fixtures and other

movable personal property installed by School District shall remain the School District's property and may be removed at any time, provided School District promptly repairs any damage caused by removal.

24. KEYS. The City shall provide the School District with keys to access the Arena as necessary. All keys must be accounted for and returned to the City at the conclusion of each annual use period.
25. COVENANTS OF SCHOOL DISTRICT.
 - A. The School District shall not do or allow anything on or at the Arena that will increase the rate of fire insurance for the Arena or permit the accumulation of waste or refuse matter.
 - B. The School District shall commit no act of waste and shall take good care of the Arena and the buildings, fixtures and personal property located at the Arena. Damage to the Arena buildings, fixtures and personal property caused by the School District, its employees, invitees or students shall be repaired by the City at the expense of the School District.
 - C. Not later than the last day of each annual use period, the School District shall remove all of the School District's personal property, repair all damage done in connection with the installation or removal of said property and improvements.. All property of School District remaining in or on the Premises after the last day of each annual use period shall be deemed abandoned and may be disposed of by the City without recourse by the School District.
26. INSPECTION. The City retains the right at all reasonable times to enter the Premises to inspect same or to make repairs or replacements as may be required in the judgment and discretion of the City. The City shall, at all times, possess a complete set of keys to all of the building doors at the Arena.
27. SCHOOL DISTRICT PROPERTY INSURANCE. The School District shall insure its contents now or later located on, in or a part of the Arena against loss by fire, extended coverage perils, vandalism, and malicious mischief for at least the amount of its full insurable value.
28. GOVERNMENTAL REGULATIONS. School District shall, at School District's sole cost and expense, comply with and faithfully observe all of the rules, regulations, ordinances, laws and requirements of county, municipal, state, federal and other applicable governmental authorities, present or future, which affect the occupancy or use of the Arena. School District shall defend and hold City financially harmless from consequences of any violation of such laws, ordinances, or regulations by the School District, its employees, invitees or students.
29. SUCCESSORS. This agreement shall bind the respective successors, and assigns of the parties.

30. **DEFAULT.** If a party defaults in the performance of any provision of this agreement, the non-defaulting party may give the defaulting party a notice of such default. If the defaulting party fails to cure any default within 10 days after notice, then the non-defaulting party may terminate this agreement by notice to the other party and on the date specified in said notice the agreement shall terminate and the use of the Arena by the School District shall end on the date specified. If termination results from default by the City, the City shall refund to the School District the share of the use fee paid by the School District proportionate to the date of such termination. If termination results from default by the School District use of the Arena by the School District shall end, but no refund of any share of the use fee paid by the School District is due and the School District shall remain liable for all obligations of the School District established in this agreement.
31. **NO WAIVER OF DEFAULT.** The failure of either party to insist on strict performance of any provision of this agreement shall not be construed as a waiver of such provision.
32. **NOTICE.** Any notice by either party to the other shall be in writing and shall be deemed to be duly given if delivered personally or mailed by certified mail in a postpaid envelope addressed to the business office of the addressee noted in this agreement. Notice shall be deemed duly given, if delivered personally, upon the delivery thereof, and if mailed, upon the day following the mailing thereof.
33. **ENTIRE AGREEMENT.** This document sets forth the entire agreement between the parties concerning the Arena. No amendment to this agreement shall be binding upon the parties unless made in writing, duly authorized by their respective governing bodies and signed. This agreement shall cover all activities and hockey games that are scheduled in the Arena by the School District, including District or Sectional High School events.
34. **NO JOINT POWERS RELATIONSHIP.** Nothing in this agreement shall be interpreted as creating a partnership or Joint Powers entity between the parties relative to the Arena nor any other activity at the Arena other than the relationship of City and School District.
35. **NO WARRANTIES.** The City makes no warranties or representations and School District has not relied on any such warranties or representations express or implied, relative to the condition of the Arena or any other matter relative to this agreement. School District acknowledges that School District has thoroughly inspected the Arena and can and will use the same in an "AS IS" condition without any obligation on behalf of the City to make alterations or improvements.
36. **CAPTIONS.** All captions, headings or titles in this agreement are for convenience and do not limit the scope of the paragraphs or sections to which they apply.

- 37. INTERRUPTION OF SERVICES OR USE. The City is not required to pay for any services connected with the use of the Arena by the School District set forth in this agreement. Except as may be contemplated by Section 15 of this agreement, interruption of any services necessary to the use of the Arena, including utilities, shall not entitle the School District to any claim against City or reduction in the use fees required by this agreement.
- 38. FUTURE GOVERNANCE. The City commits to re-establishing the Sports Arena Commission per Section 2.02 of the City Charter. The School District agrees to appoint one representative to the Sports Arena Commission.

School Board approved this _____ day of _____, 2023

INDEPENDENT SCHOOL DISTRICT NO. 22
OF BECKER COUNTY

By: _____
Board Chair

By: _____
Clerk

Council approved this _____ day of _____, 2023

CITY OF DETROIT LAKES

By: _____
Matt Brenk, Mayor

By: _____
Kelcey Klemm, City Administrator

DATE: February 15, 2023

TO: Mark Jenson, Superintendent and Board of Education

FROM: Jason Kuehn, Director of Finance and Operations

SUBJECT: **Deferred Maintenance Planning Software**

The School District's Finance and Operations Departments annually review and plan site improvements in conjunction with building administrators and custodial staff. Additionally, the District is required to annually submit a 10 Year Long-Term Facilities Maintenance (LTFM) to the Minnesota Department of Education (MDE) outlining expenditures and revenues in relation to deferred maintenance. The District sought resources to assist with deferred maintenance planning and software to maintain our current facilities. ICS provides both resources to analyze our current facilities, but also software to track the status of deferred maintenance.

The proposed agreement with ICS is for \$61,650.00 for the first year which includes a district-wide site analysis and implementation of the deferred maintenance software. Ongoing costs are estimated between \$10,000 to \$12,000 annually after the first year. Funds for this agreement will come from reserved Long-Term Facilities Maintenance funds.

Administration recommends approval of the software agreement.

cc: Colin Gedrose



Detroit Lakes Public Schools Deferred Maintenance Planning Software



A LEGENCE Company

January 6, 2023

January 6, 2023

Jason Kuehn
Director of Finance and Operations
Detroit Lakes Public Schools
702 Lake Avenue
Detroit Lakes, MN 56501

Re: Deferred Maintenance Planning Software Agreement

Dear Mr. Kuehn:

At your request, ICS Consulting, Inc. is pleased to provide you with this letter of understanding and proposal to conduct a district wide facility assessment of the Detroit Lakes Public School facilities in Detroit Lakes, MN and implement the findings into ICS's proprietary software.

We will work collaboratively with district administration and leadership to gather existing facility data, analyze and change the data as necessary and provide relevant reporting. The ultimate goal is to provide Detroit Lakes Public Schools reports that assist them in effectively communicating and implementing long term facility maintenance needs throughout the school district.

We would be happy to discuss this proposal with you and district leadership for clarity and understanding when you see appropriate. Thank you for your consideration and we look forward to partnering with the Detroit Lakes Public Schools.

Sincerely,



Lori Christensen
Account Executive
ICS



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Appendices

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Assessment Phase:

1. ICS will complete a district-wide facility assessment for all district owned facilities noting deficiencies and projects that should be incorporated into the district's annual LTFM plan including preliminary budget estimates for identified items.

The scope of services for this assessment will include collection of data and information that will provide a baseline of the following buildings systems and components:

- a. Facility Site (including parking lots, sidewalks, and hard play areas)
 - b. Building Envelope (brick, metal panel, sealants, windows, roofs, etc.)
 - c. Building Interior Finishes (flooring, walls & ceilings)
 - d. Mechanical Systems (HVAC, plumbing, controls, etc.)
 - e. Electrical Systems (service, power distribution, lighting, etc.)
 - f. Life Safety Systems (PA, fire alarm, fire protection, security, etc.)
 - g. Accessibility Issues (building and site)
2. Facilities included, approximately 669,700 total SF
 - a. Rossman Elementary School ~ 91,800 SF
 - b. Rossevelt Elementary School ~ 112,700 SF
 - c. Lincoln Education Center ~ 13,500 SF
 - d. Detroit Lakes Middle School ~ 156,000
 - e. Community Senior High School ~ 250,000 SF
 - f. Administration Center ~ 8,700 SF
 - g. Laker Transition Building ~ 7,000 SF
 - h. M-State ALC ~ 24,000 SF
 - i. Wrestling Practice Facility ~ 6,000 SF
 - j. Storage Buildings
 - k. Bus and Vehicle Garages
 - l. Warming house

Prior to the site visits, ICS will review and organize any information (i.e., past reports, existing building plans, etc.) provided by the district for potential use in the final report. The observations and



categorizing of identified deficiencies will follow the format established by MDE for reporting the district's 10-year LTFM plan.

Utilizing the data collected on site and provided by the district ICS will input the current deferred maintenance and/or capital facilities needs into ICS's proprietary software, Capital Improvement Planning 360.

Data Entry Phase and Data Validation Phase:

During data entry, ICS will input each line item into the relevant "systems" and "components" as developed within the software.

Additionally, ICS will meet with designated Detroit Lakes Public Schools staff to review the data collected and agree upon the following:

- a. Identify which projects would require consultants (i.e., architect, engineers, etc.) and any other associated soft costs.
- b. Inflationary rate to be applied to the identified district's needs.
- c. Identify and strategize on scopes of work that best address the deficiencies identified.
- d. Provide funding sources expected to be utilized for completing the scope.

These items will help provide outcomes that clearly identify all costs involved with a specific project or wider scopes of work and will give the district a better understanding of all costs involved associated with upkeep of the current facilities.

Report Phase:

ICS will work with the district to develop reports based on the data that was gathered during site visits and meetings with staff. It is expected that ICS will need to provide some level of custom reporting to meet the needs of Detroit Lakes Public Schools in order to facilitate effective communication of the needs with district stakeholders. All reports will be available as needed.

Implementation Schedule:

Upon the date of execution of this proposal, ICS will work with the district to schedule facility assessments. Once all data is collected, data entry phase will be completed. Validation and Report phases will be ready by July 2023 for MDE's LTFM plan submission.

Compensation:

Compensation for completion of all work as described above is proposed as a lump sum amount of \$61,650* (\$68,500 – LCSC10% Partnership discount = \$61,650). The actual amount billed for ICS's services monthly will be based on ICS's estimate of the proportion of total services completed during the billing period. All reimbursable expenses, travel, mileage, printing, etc. are included in the lump sum fee.

*Note: All costs identified above are eligible for funding under the LTFM State Statute for school districts.

Agreement Duration:

This agreement is in effect for the duration of 1 year from contract execution. If the district would like to continue the utilization of the software, ICS and the district will negotiate an annual subscription rate.

Acceptance

If this proposal is acceptable, please authorize us to proceed by signing a copy of this document (Appendix B) and returning it to ICS. We will proceed with our scope of work upon receipt of your signed proposal. Thank you for the opportunity to provide you with this proposal. We look forward to working with you and the district on this exciting effort!



Appendix A

General Terms and Conditions



GENERAL TERMS & CONDITIONS

- Agreement.** This is an agreement (“Agreement”) between Lake Park Audubon Public Schools (“Client”), and ICS Consulting, Inc. (ICS), collectively, the “Parties.” This Agreement includes (1) these General Terms and Conditions, Appendix A; (2) the Project Proposal (“Proposal”) attached; (3) and Signature Page attached as Appendix B. This Agreement represents the entire and integrated agreement between the Parties and is exclusive of and supersedes all other agreements between the Parties, either oral or in writing. If any term or provision of this Agreement is found to be invalid under applicable law, that provision shall be deemed omitted from the Agreement and the remainder of the Agreement shall remain in full force and effect.
- Professional Services.** The Client engages ICS to provide professional project services (“Professional Services”) in connection with the project at the Client’s location (“Project”) described in the Proposal’s Scope of Services. Other services mutually agreed upon by the Parties (“Other Services”) not specifically described in the Proposal shall be (1) governed by this Agreement, (2) identified in an amended Scope of Services, and (3) the Client agrees to pay ICS for such Other Services as additional compensation as negotiated and mutually agreed on by both parties.
- Work Product.** The District and ICS agree that the Work Product ICS creates during performance of this agreement is proprietary information and may be copyrighted by ICS. The district shall not sell, share, or distribute ICS’s work product to any party, individual or entity. The district has no right or title to the work product and shall not use the work product for any purpose other than those purposes directly benefitting the project described in this Agreement. ICS has the right to use, reproduce, and to make derivative works from documents and other data generated or collected during this agreement.

The district is entitled to keep electronic and hard copies of ICS’s Work Product. The district may, after receiving ICS’s written approval, provide such documents to other professional service providers the district may retain after ICS’s Services under this Agreement are completed to assist with the construction, repair, maintenance, and preservation of its properties. ICS’s approval shall not be unreasonably withheld.

- Insurance.** Upon request of the District, ICS shall provide a certificate of insurance to the district identifying ICS’s insurance coverage. ICS shall maintain the following insurance in full force and effect until the Services are completed:

Coverages	Limits of Liability
General Liability	\$2,000,000 Each Occurrence \$4,000,000 Aggregate
Automobile Liability	\$1,000,000 Combined Single Limit



Umbrella Liability	\$5,000,000
Workers Compensation	Statutory
Professional Liability	\$1,000,000 Each Claim \$3,000,000 Aggregate

The above limits may be procured through primary and excess policies. ICS shall include the district as an additional insured on its general liability and automobile liability insurance policies applicable to the Services and required by this Agreement.

- Indemnification.** To the fullest extent permitted by law, ICS agrees to indemnify the District and its employees, officers, board members, insurers, attorneys, and agents from and against any and all monetary damages including reasonable costs, judgments, or other forms of monetary legal liability including reasonable attorney’s fees that are proven to be legally caused by the negligence of ICS in performing or failing to perform its obligations under this Agreement, but only for the amount of damages which are equal to ICS’s proportion of the total fault which is proven to have directly caused the damages. ICS’s indemnification obligation shall apply to its subconsultant(s), anyone employed or hired by ICS, or anyone for whose acts ICS may be legally liable. ICS’s indemnification obligation under this paragraph will not apply to any damages proven to be legally caused by the district’s negligence in performing or failing to perform its obligations under this Agreement. ICS’s duty to indemnify the district pursuant to this paragraph shall survive the completion, expiration, or termination of this Agreement.

To the fullest extent permitted by law, the District agrees to indemnify ICS and its agents, representatives, employees, officers, board members, insurers, and attorneys from and against any and all monetary damages including reasonable costs, judgments, or other forms of monetary legal liability, including reasonable attorney’s fees that are proven to be legally caused by the negligence of the District in performing or failing to perform its obligations under this Agreement, but only for the amount of damages which are equal to the District’s proportion of the total fault which is proven to have directly caused the damages. The district’s indemnification obligation shall apply to its agents, representatives, officers, board members, insurers, attorneys and anyone employed or hired by the district, or anyone for whose acts the district may be legally liable. The district’s obligations under this paragraph will not apply to any damages proven to be legally caused by the negligence of ICS in performing or failing to perform its obligations under this Agreement. The district’s duty to indemnify ICS pursuant to this paragraph shall survive the completion, expiration, or termination of this Agreement.

- Termination.** Either party may terminate this Agreement upon not less than thirty (30) days written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination.



Termination for Cause. If the District fails to make payments to ICS in accordance with this Agreement, such failure shall be considered substantial nonperformance and cause for termination or, at ICS's option, cause for suspension of its Services under this Agreement. If ICS elects to suspend Services, ICS shall give fourteen (14) days' written notice to the district before suspending Services. In the event of a suspension of Services, ICS shall have no liability to the district for delay or damage caused the district because of such suspension of Services. ICS's fees for the remaining Services, and the time schedules, shall be equitably adjusted.

If ICS defaults by failing to substantially perform, in accordance with the terms of this Agreement, the District may give written notice to ICS (i) terminating this Agreement effective fourteen (14) days from the date of written notice, or (ii) setting forth the nature of the default and requesting that ICS cure the default within fourteen (14) days from the date of written notice. If ICS fails to cure the default within 14 days of written notice, the district may give notice to ICS of immediate termination. In such event, ICS shall be entitled to receive payment for Services properly performed prior to termination, together with Reimbursable Expenses (Attachment C), if applicable, then due through the date of termination.

Termination or Suspension for Convenience. The district may at any time give written notice to ICS terminating this Agreement within thirty (30) days or suspending the Agreement, in whole or in part, for the district's convenience and without cause. If the District terminates this Agreement or suspends the Project, ICS shall promptly reduce staff, services and outstanding commitments to minimize the cost of termination or suspension. In case of termination for the district's convenience, ICS shall be entitled to receive payment for Services executed prior to termination, together with Reimbursable Expenses (Attachment C), if applicable, then due through the date of termination including ICS's profits thereon, and reasonable costs incurred by reason of such termination for which ICS is not otherwise compensated, plus ICS's anticipated profit on the value of the Services not performed by ICS under the Agreement.

8. **Hazardous Materials.**

Asbestos-Containing Materials: Neither party desires to or is licensed to undertake direct obligations relating to the identification, abatement, cleanup, control, removal, or disposal of asbestos-containing materials ("ACM"). Consistent with applicable laws, the district shall supply ICS with any information in its possession relating to the presence of ACM in areas where ICS undertakes any Services that may result in the disturbance of ACM. If either the District or ICS becomes aware of or suspects the presence of ACM that may be disturbed by ICS's Services, it shall immediately stop the Services in the affected area and notify the other party. The District shall be responsible at its sole expense for addressing the potential for or the presence of ACM in conformance with all applicable laws and addressing the impact of its disturbance before ICS continues with its Services, unless ICS had actual knowledge that ACM was present and acted in disregard of that knowledge, in which case (i) ICS shall be responsible for remediating areas impacted by the disturbance of the ACM, and (ii) District shall resume its responsibilities for the ACM after ICS's remediation has been completed.



Other Hazardous Materials: ICS shall have no responsibility for the discovery, presence, handling, removal or disposal of, or exposure of persons to Other Hazardous Materials (“OHM”) in any form except ICS shall be responsible for the removal and disposal of any OHM that ICS uses in providing its Services under this Agreement.

The district shall supply ICS with any information in its possession relating to the presence of OHM if their presence may affect ICS’s performance of the Services. If either the District or ICS becomes aware of or suspects the presence of OHM may interfere with ICS’s Services, it shall immediately stop the Services in the affected area and notify the other party. The District shall be responsible at its sole expense for removing and disposing of OHM from its facilities and the remediation of any areas impacted by the release of OHM, unless ICS had actual knowledge that OHM were present and acted in disregard of that knowledge, in which case (i) ICS shall be responsible for the remediation of any areas impacted by its release of such OHM, and (ii) the District shall remain responsible at its sole expense for the removal of any hazardous materials that have not been released and for releases not resulting from ICS’s performance of the Services.

9. **Disputes.** ICS and the District will attempt to settle any “Dispute” (including any claim, controversy, difference of opinion or matter in question between the Parties concerning the performance, enforcement, or interpretation of this Agreement), through direct informal discussions in good faith.
 - a. If informal discussions are unsuccessful, the Parties shall submit the Dispute to non-binding mediation with a mediator agreed upon by the Parties, or if one cannot be agreed upon within 15 days after the party seeking mediation provides written notice to the other party demanding mediation, a mediator shall be appointed by the district court in the jurisdiction in which the district is located. Demand for mediation shall be provided in writing to the other party within a reasonable time after the Dispute has arisen.
 - b. If the dispute is not resolved within 30 days after the conclusion of mediation proceedings, the Parties may pursue any legal remedy, including pursuing a claim in District Court.
 - c. Notwithstanding anything in this Agreement to the contrary, either party may pursue any legal remedy it deems appropriate without first resorting to informal discussion or mediation to the extent necessary to prevent a claim from being barred by the applicable statute of limitations or repose.
10. **Independent Consultant Relationship.** It is expressly understood that ICS is an independent contractor and not an employee of the district. ICS shall have control over the manner in which its Services are performed under this Agreement. ICS shall supply, at its own expense, all materials, supplies, equipment, and tools required to accomplish the Services contemplated by this Agreement. ICS is not entitled to any benefits from the district, including, without limitation, insurance benefits, sick and vacation leave, workers’ compensation benefits,



unemployment compensation, disability, severance pay, or retirement benefits. Nothing in this Agreement shall be deemed to constitute an employment, partnership, joint venture, or agency relationship between the parties. This paragraph shall not alter or limit the district's obligations to pay ICS for its Services as set forth in this Agreement.

11. **Other Provisions.**

a. This Agreement shall be governed by the laws of the State of Minnesota. This Agreement specifically includes Attachments A and B. Any litigation proceedings between the District and ICS related to this Agreement shall be venued in Minnesota state or federal district courts pursuant to applicable law.

b. The district shall provide ICS access to all applicable locations and facilities to assist ICS's performance of the Services under the Agreement.

c. If any provision of this Agreement is determined by a court of competent jurisdiction to be invalid that provision shall be deemed stricken from this Agreement, and all other provisions of the Agreement shall remain in full force and effect.

d. This Agreement represents the entire and integrated agreement between the Parties, and supersedes all prior negotiations, representations or agreements, either written or oral. The Parties bind themselves, their agents, successors, assigns and legal representatives to this Agreement. This Agreement cannot be assigned by either party without the prior written consent of the other party. This Agreement may be amended only by written instrument signed by the Parties. The captions and titles in this Agreement are for convenience only and shall not affect the interpretation or meaning of this Agreement. This Agreement may be signed in counterparts, each of which shall be deemed an original, and which taken together shall be deemed to be one and the same document.

e. Nothing contained in this Agreement shall create a contractual relationship with or cause of action in favor of a third party against ICS. The Services under this Agreement are being performed solely for the benefit of the district, and no other entity or individual shall have any claim against ICS because of this Agreement or the performance or non-performance of the Services in the Agreement.

f. The district shall make decisions and carry out its other responsibilities in a timely manner so as not to delay ICS's performance of its Services. The district shall be responsible for, and ICS may rely upon the accuracy and completeness of all requirements, programs, instructions, reports, data, and other information furnished by the District to ICS pursuant to this Agreement. ICS may use such requirements, programs, instructions, reports, data, and information in performing or furnishing Services under this Agreement.

g. The Parties shall act in good faith in carrying out their respective duties and obligations under this Agreement. Any failure of either party to require strict performance by the other party, or any waiver by one



party of any requirement under this Agreement shall not be deemed to be a consent to or a waiver of any continuing or subsequent failure or breach.

h. All notices and other correspondence with respect to this Agreement shall be directed to the addresses listed at the beginning of this Agreement, or to such addresses as the parties may, from time to time, designate in writing.

i. Owner acknowledges and agrees that the proprietary software is designed merely to assist ICS and its agents in the performance of their professional activities and is not intended to replace the professional skill and judgment of ICS and/or its agents. ICS shall retain full control over the use of the Software, including input of information and analysis thereof, and any modifications or enhancements thereto.

j. As part of our Service we grant to you, subject to the terms and conditions of this Agreement, use our proprietary software and the proprietary software. This software may be used in object code form only, and only in accordance with the applicable end user documentation, if any, and solely in conjunction with this Service Agreement. Neither you (and if you are an organization, none of your employees) will, directly or indirectly, reverse engineer, decompile, disassemble or otherwise attempt to discover the source code or underlying ideas or algorithms of our software; modify, translate, or create derivative works based on our software; or rent, lease, distribute, sell, resell, assign, or otherwise transfer rights to our software; use our for timesharing or service bureau purposes or otherwise for the benefit of a third party; or remove any proprietary notices or labels on our software. Because our software is proprietary, you agree not to publish or disclose to third parties any evaluation of our software without our prior written consent. You acknowledge that ICS (and/or our partners) retains exclusive ownership throughout the world of our software, any portions or copies thereof, and all rights therein. Upon termination of this Service Agreement for any reason, this use will terminate, and you, and any user accessing the Service by means of an organization account, if applicable, will cease to use or have access to the Software.

k. Owner may only use the Software for Owner's own internal data-processing and not, for example, for time-sharing, training, rental or as a service bureau. End User is not permitted to: (i) distribute, lease, license, sell, rent, lend, convey or otherwise transfer or assign the Software, or any license keys, passwords or usernames to the Software, (ii) make the Software, or use thereof, publicly available or available on a network for use by multiple users; (iii) prepare derivative works based on or otherwise modify the Software, in whole or in part; (iv) remove, obscure or modify any copyright, trademark or other proprietary rights notices, marks or labels contained on or within the Software, falsify or delete any author attributions, legal notices or other labels of the origin or source of the material; (v) misrepresent the source or ownership of the Software; or (vi) scrape, build databases or otherwise create permanent copies of content returned from the Software.



Appendix B

Signature Page



Detroit Lakes Public Schools
Deferred Maintenance Planning Software
January 6, 2023

Proposal Terms

Terms are continual with termination executed as noted in General Conditions.

Signature includes acceptance of attached proposal and general conditions.

Authorization to Proceed

We appreciate the opportunity to present this proposal for utilization of our deferred maintenance planning software. Please sign and return both copies of this document to our office. Upon receipt of both signed copies, a fully executed original copy will be forwarded back to you for your records. We will begin the project at the time of signature acceptance of this proposal.

* * *

Please proceed according to the above stated terms, attached general conditions and the proposal.

For Detroit Lakes Public Schools:

For ICS:

Date

Date

Printed Name

Printed Name

Authorized Signature

Authorized Signature



**Detroit Lakes Public Schools
Monthly Enrollment Summary - FY 2023
February 1, 2023**

Roosevelt					
Grade	Current	Previous (Jan)	Opening Day	Sections	Per Section
K	94	93	96	5	19
1	98	98	99	5	20
2	90	90	90	4	23
3	90	89	88	4	23
4	107	107	109	4	27
5	95	93	96	4	24
RSVT Total	574	570	578	26	22
Difference		4	(4)		Avg/section

Rossman					
Grade	Current	Previous (Jan)	Opening Day	Sections	Per Section
K	92	92	92	5	18
1	95	95	94	5	19
2	93	93	94	4	23
3	96	94	93	4	24
4	102	102	101	4	26
5	98	99	98	4	25
RSM Total	576	575	572	26	22
Difference		1	4		Avg/section

Middle School			
Grade	Current	Previous (Jan)	Opening Day
6	211	213	213
7	201	200	201
8	181	183	181
MS Total	593	596	595
Difference		(3)	(2)

High School						
Grade	Current	Previous (Jan)	Opening Day	PSEO		
				Part-time	Full-Time	ADM*
9	203	206	209			
10	231	227	241	-		
11	211	215	225	-		
12	199	201	206	-		
HS Total	844	849	881	-	-	-
Difference		(5)	(37)	Total PSEO		-

ALC			
Current	Previous (Jan)	Opening Day	
1	2	0	
26	25	8	
25	26	19	
24	22	23	
76	75	50	
Difference	1	26	

Pre K	
ADM*	45

District Wide Summary			
Pre-K	45		
K	186		
1	193		
2	183		
3	186		
4	209		
5	193		
	<u>964</u>		
6	211		
7	201	Laker Online	10
8	181	Transitions	11
	<u>593</u>	Rossman	576
		Roosevelt	574
9	204	Middle School	593
10	257	High school	844
11	236	ALC	76
12	223	PSEO	-
	<u>920</u>	Pre-K Total	45
Total	2,708	Monthly Total	2,729

Comparisons		
Last Month Report		2,728
	Difference	1
2022-23 Opening Day		2,721
	Difference	8
2021-22 Opening Day		2,785
	Difference	(56)
2020-21 Opening Day		2,788
	Difference	(59)



City of Detroit Lakes

1025 Roosevelt Ave., P.O. Box 647 Detroit Lakes, MN 56502

SPORTS ARENA COMMISSION

AGENDA

Tuesday, January 24, 2023

7:30 AM

The Meeting will be held in the Community Room at the Detroit Lakes Police Department, 807 Summit Avenue Detroit Lakes MN.

1. Consideration to approving the Minutes from the meeting held on December 6, 2022.
2. Consideration to approve the Financials for November & December 2022.
3. Review CIP projected schedule
4. Budget for 2023
5. Update spring/summer schedule of events.
 - a. Lake Region Home Builder Show, Mar 24-26, 2023
 - b. Craft Beer Tour, Mar 31, 2023
 - c. Shrine Circus, Apr 4, 2023
 - d. MMA Fights, Tentative May 18-21, 2023
 - e. DLYHA – Aug 7 to start of season, Arena 1 (tentative)
 - i. Becker County Fair July 26-29, 2023
 - ii. Dick Beardsley Races Sept 9, 2023
6. Update Arena addition project
 - a. Lease agreements (Current contracts run through 2022-23 season)
7. Establish meeting dates for 2023
8. Other

Respectfully,
KELCEY KLEMM
City Administrator

Sports Arena Commission Members:

Chad Carlbom - Chairman

Matt Boeke - Alderman Ward 3-At Large

John Steffl - School District 22- At Large

Rob Nielsen - School District 22

Judd Syverson - Detroit Lakes Youth Hockey Association

Mike Ullmer - Becker County Fair Board

INDEPENDENT SCHOOL DISTRICT #22
FINANCE COMMITTEE MEETING AGENDA
Finance Committee Meeting - February 23, 2023

Members Present:

Jennifer Pedersen April Thomas Mary Rotter Mark Jenson Jason Kuehn

A Finance Committee Meeting was held on Thursday, February 23, 2023 in the District Office Conference Room. The agenda was as follows:

1. Fund Balances Review

Director of Finance Kuehn reviewed the fund balances through the month of January and receipts for the month of January. District expenditures and revenues through January were reviewed in comparison to the budget.

2. Review of Disbursements

Four sets of disbursement were reviewed by the Finance Committee. The committee recommends approval of the hand payables for January. The committee also recommends the check register for both the Middle School and High School activity accounts for the month of January. Lastly, the committee recommends approval of the check summaries for February 13th and February 27th.

3. LTFM and Capital Planning Service Agreement

Kuehn reviewed a proposed agreement between the District and ICS that would provide consulting services and deferred maintenance software for the District. If approved, ICS would conduct an assessment of all sites to analyze LTFM needs and also include data entry of all sites. ICS would work with the district to validate all data and provide reports based on all data collected. Additionally, the agreement would provide the District ongoing support and access to the software to complete necessary reporting required by MDE.

4. Food Service Account Balances

Director of Finance Kuehn reviewed current practices when Food Service account donations are made. Kuehn also reviewed the process for when families have a negative Food Service account balance for an active student. Lastly, Kuehn outlined steps for clearing inactive Food Service with positive balances. The goal is to close all of these accounts by the end of the fiscal year.

5. Kent Freeman Arena Lease Agreement

The committee reviewed the proposed agreement between the City of Detroit Lakes and ISD #22 for access to the Kent Freeman Hockey Arena for the 2023-24, 2024-25, and 2025-26 school years. Kuehn reviewed the communications from the Arena Commission discussions to the committee. Finance committee recommends approval.

INDEPENDENT SCHOOL DISTRICT #22
FACILITIES COMMITTEE MEETING AGENDA
February 21, 2023

A Facilities Committee Meeting was held at 8:00 AM on Tuesday, February 21st, 2023 in Room 203 at Detroit Lakes High School. In attendance were Mark Jenson, John Steffl, Rob Nielsen, Andrew Lesch and Jason Kuehn. Absent were Colin Gedrose, Amy Erickson, and Mickey Okeson.

1. DLHS Updates

Director of Finance and Operations Kuehn provided an update on DLHS parking concerns that have been brought to DLHS and District Administration. Kuehn outlined steps taken by the District to address the concerns as well as partner with the City of Detroit Lakes.

Director of Operations Gedrose met with Dan Kleist from Gehrtz Construction to conduct a walk-through to review punch list items to wrap up the construction project at all sites.

Kuehn provided an updated budget, including projected costs to complete the DLHS Greenhouse project. With the absence of DLHS Principal Omang, Operations Supervisor Gedrose, Vice-Chair Erickson, and Director Okeson, it was decided to reconvene in March to ensure all input was sought before next steps are taken.

2. FY 24 Long-Term Facilities Maintenance and Capital Improvement Planning

Kuehn and Gedrose have met with Administration and custodial staff to put together a list of capital and deferred maintenance needs at all sites. Kuehn reviewed projected reserved fund balances at the end of Fiscal Year 2023 for both Long-Term Facilities Maintenance (LTFM) and Operating Capital. Kuehn also proposed budgetary allotments for these reserved funds for Fiscal Year 2024 to assist with prioritizing planning for projects.

Kuehn also reviewed a proposed agreement between the District and ICS that would provide consulting services and deferred maintenance software for the District. If approved, ICS would conduct an assessment of all sites to analyze LTFM needs and also include data entry of all sites. ICS would work with the district to validate all data and provide reports based on all data collected. Additionally, the agreement would provide the District ongoing support and access to the software to complete necessary reporting required by MDE.

3. Kent Freeman Hockey Arena Lease

Kuehn reviewed the proposed agreement between the City of Detroit Lakes and ISD #22 for access to the Kent Freeman Hockey Arena for the 2023-24, 2024-25, and 2025-26 school years. Kuehn was going to follow up with City Administrator Kelcey Klemm about a few clerical errors and then recommended approval at the February 27th School Board meeting would be sought.

4. Wellness Committee Request - Facilities Access

Kuehn brought forward a request from the District Wellness Committee for increased access to the DLHS Lakeshirts Fieldhouse walking track and Fitness Center for all District Staff. The committee discussed the request and potential options to bring back to the Wellness Committee.

INDEPENDENT SCHOOL DISTRICT #22
TRANSPORTATION COMMITTEE MEETING AGENDA
January 26, 2023

A Transportation Committee Meeting was held on Thursday, January 26, 2023 at the District Office. In attendance were Mark Jenson (Superintendent), John Steffl (School Board Chair), Mary Rotter (School Board Director), Mike and Ruth Gunderson (Schultz Bus Garage), Nathan Olander (Olander Bus Service), Justin Hegg (Middle School Principal) and Jason Kuehn (Director of Finance and Operations). Absent was Colin Gedrose (Operations Supervisor)

1. District Transportation Update

The District shared that most areas related to transportation were going well. Discussions were held about the riders of the Activity Bus that transports from DLMS and Roosevelt after school to various sites for Activities participants. The District also provided updates in relation to the 2023-24 calendar and potential summer programming schedule.

2. Contractors Update

Both contractors provided updates including issues with Township roads on days there is measurable snowfall or wind/ice. Nathan Olander provided a legislative update from the Minnesota School Bus Operators Association

3. Extreme Cold Weather Procedures

The District communicated that they were not willing to commit to a firm temperature to make decisions for closing or delaying school start times in extreme cold weather situations. The District was willing to have continued discussions and also consider delaying start times in situations when the temperature was expected to increase to a more reasonable threshold.

