



DETROIT LAKES PUBLIC SCHOOLS
AGENDA
REGULAR SCHOOL BOARD MEETING
Monday, July 24, 2023 - 7:00 AM
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 Representative: 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 July 24, 2023 Regular School Board Meeting as presented.

V. RECOGNITIONS

Presenter: Steffl, Board Chair

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. \$1,500 from Detroit Lakes Breakfast Rotary for Rossman, Roosevelt, & ALC towards the Literacy Grant

VIII. PROGRAM PRESENTATIONS

Presenter:

A. Lakes Area Adult Education

Presenter: Amy Fish, Tammy Krejce, Darika Steichen

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 June 26, 2023 Regular School Board Meeting.
- B. Approve District Bills
- C. Approve District Hand Payable Bills
- D. Approve Personnel Agenda Items
- E. Renew Detroit Lakes Chamber of Commerce Membership for the 2023-2024 school year
- F. Approve the closure of the following bank accounts: MMFCU Business Primary Share Savings Account ending in 1633, MMFCU Business Regular Checking Account ending in 1642, Bremmer Community Interest Account ending in 3004, Bremmer Community Interest Account ending in 3112, and Bremer Community Interest Account ending in 2064.
- G. Approve the Award of Maintenance Quotes
- H. Approve the Purchase of Service Agreement between Detroit Lakes Public Schools and Rise Above Consulting, LLC from August 15, 2023 to June 15, 2024.

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. 506- K-12 Discipline and Violence Prevention Policy
- 2. 506- K-12 Discipline and Violence Prevention Form
- 3. 516.5- Overdose Medication
- 4. 624- Online Instruction
- 5. 709- Student Transportation Safety Policy
- 6. 806- Crisis Management Policy

B. Rossman Building Goals

Presenter: Emily Sternberg

C. Roosevelt Building Goals

Presenter: Trish Mariotti

D. Middle School Building Goals

Presenter: Mike Suckert

E. 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. **Property Tax Levy Adoption Calendar**- Recommend Motion to Approve the Property Tax Levy Adoption Calendar.

Presenter: Jason Kuehn

B. **Long Term Facility Maintenance (LTFM) Ten- Year Plan for Fiscal Year 2025 -**

Recommend Motion to Approve the Long Term Facility Maintenance (LTFM) Ten- Year Plan.

Presenter: Jason Kuehn

XII. **ADMINISTRATIVE AND BOARD REPORTS**

A. **Superintendent Report**

Presenter: Mark Jenson, Superintendent

- 1. District Update

B. **Board Committee and Representative Reports**

- 1. Facilities Committee

Presenter: Steffl, Board Chair

2. Becker County Children's Initiative
Presenter: Rotter, Board Treasurer
3. Finance Committee
Presenter: Rotter, Board Treasurer
4. Transportation Committee
Presenter: Steffl, Board Chair

XIII. SUPERINTENDENT EVALUATION

Presenter: Steffl, Board Chair

- A. Close Meeting- At this time, the Board will go into a closed session to finalize the evaluation of the Superintendent.
- B. Return to Open Meeting.

XIV. UPCOMING EVENTS AND ACTIVITIES

Presenter: Steffl, Board Chair

- A. Finance Committee Meeting- 08/24/23 12:00pm District Office
Presenter: Rotter, Board Treasurer
- B. Regular School Board Meeting- 08/28/23 7:00am MState C101
Presenter: Rotter, Board Treasurer

XV. 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.



Job at Laker Prep



Laker Prep

[CURRENT STUDENTS](#)

[PROCARE](#)

[PROSPECTIVE STUDENTS](#)

[CALENDAR](#)

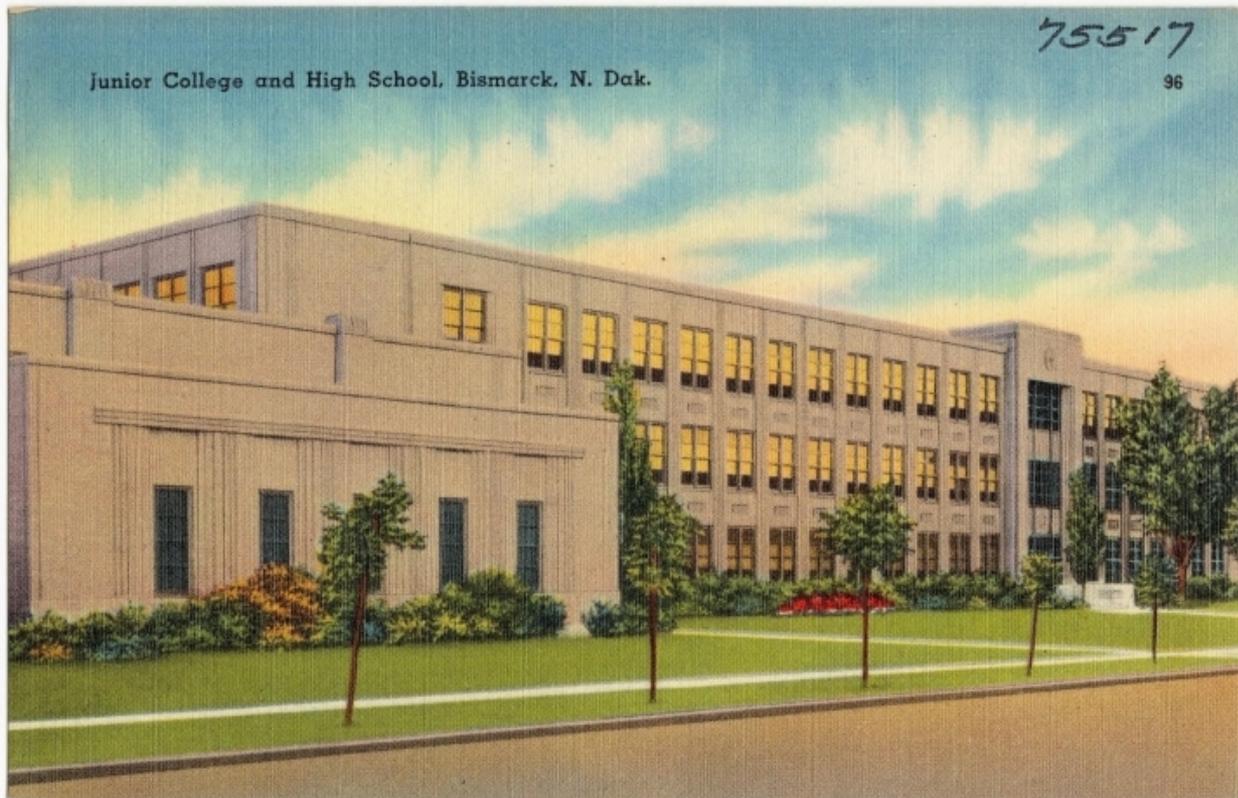
[LOCATION](#)



I Chose Adult Education Because



Why I left High School



GED or Adult High School Diploma

GED

- A LOT of testing
- Reasoning Through Language Arts
 - ◆ Reading
 - ◆ Writing
 - ◆ Language
- Math
 - ◆ Algebra
 - ◆ Geometry
 - ◆ Statistics
- Science
 - ◆ Biology
 - ◆ Physics
 - ◆ Chemistry
 - ◆ Earth and Space
- Social Studies
 - ◆ History
 - ◆ Civics
 - ◆ Geography
 - ◆ Economics

Minnesota State Standard Adult High School Diploma

- Assessments to see what you need to work on
- Work on skills with teachers
 - ◆ Vocabulary
 - ◆ Math
 - ◆ Science
 - ◆ Social Studies
 - ◆ Writing
 - ◆ Computer Skills
- Evidence of 20 competencies in portfolio

I chose the Adult Diploma because

[2991] Krejce, Tammy Marie

Summary Assessment Schedule Benchmarks Logs History Time Info **AdultDiploma**

Overall status: 8 of 20 complete

One-Paragraph Description of the ABE Adult High School Diploma Student (Required) Any additional info

Tammy needs her high school credential for a promotion at work. Her supervisor wants her at the job so much that she came with Tammy to her first day of school. Tammy has a lot of test anxiety and chose ADP.

English Language Arts 2 of 4

Reading High School Course Credits

Completion and passing grade of at least one high school credit in English Reading or Literature course(s). (A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.)

- HSTrans-Read-Lang-NumSense-LifeSci-Hist-FuturePath-Krejce.pdf (3/16/2021)

Language High School Course Credits

Completion and passing grade of at least one high school credit in English composition or creative writing course(s). and Acceptable completion of student writing that is scored by rubric. (Demonstrated competency mastery in at least one Level E standard in the CCRS for Language; writing can be from the high school course.)

High School Transcript uploaded under reading

Essay uploaded under writing with both language and writing rubrics.

Speaking and Listening -Speaking and Listening Completion Options-

ABE instruction at CCRS Levels D and E. (Demonstrated competency mastery in all Level D standards and at least one Level E standard in the CCRS for Speaking and Listening.)

UPLOAD CAPSTONE WITH COVER PAGE

- ELA Course Descriptions Levels 4 and 5.pdf (9/22/2022)

Writing -Writing Completion Options-

ABE instruction at CCRS Levels D and E. (Demonstrated competency mastery in all Level D standards and at least one Level E standard in the CCRS for Writing.)

UPLOAD ESSAY WITH COVER PAGE, CHECKLIST, AND BOTH RUBRICS.

ELA instruction description uploaded under Speaking and Listening.

Mathematics 1 of 4

Number Sense High School Course Credits

Completion of one year of math high school credits covering number sense concepts that align to mathematics number sense competencies at CCRS Levels D and E. (A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.)

High School Transcript uploaded under reading

Tammy completed 3 semester courses for 1.5 credit years in mathematics with a B- average.

Self Esteem and Confidence



Any Questions



It's Never Too Late

My name is Tammy Krejce. I am fifty six years old. I am from Bismarck. I moved to Detroit Lakes when I was eighteen. Now I have been married and living in Frazee for over thirty-four years. We have four adult children, ages 36-29 and we have six grandchildren, ages 14-5.

I never thought I would go back to school. I always struggled in school and ended up quitting in 11th grade in Bismarck. When I was in school, I was placed in special education with kids with serious handicaps; it was very hard because I was made fun of and I felt like I didn't need to be in that class.

I have always liked being around children. My sister once said, If you can't find Tammy, she's with the kids. As an adult, I have a job working with children that I enjoy. I work at Laker Prep Early Childhood. I started with toddlers 2 ½ years ago. We taught shapes and colors and worked on potty training. We played a lot. They learned about sharing- you can't take toys away. Now I'm working with Pre-K children. We make sure they know their ABCs, numbers up to 20, and cutting. We have circle time and read stories. We teach them independence by carrying their lunch trays to the table and when they are finished eating they empty their trays and put them in the dishwasher. Since I started working at this job, I'm going back to adult learning and getting my adult high school diploma. I have been working on this for over a year now. I also do CPR and first aid training for work.

Yes, at first it was a big struggle. Even with my health problems, I keep going. Yes, at times I get frustrated with learning; I have taken breaks, but I never give up. When I first went back to school my anxiety was high, so I guessed at answers. Now I take my time. The teachers at the adult learning center are amazing. My teachers are Amy, Jen and Staci. They each have a special way of teaching. They are so dedicated. I have learned a lot of vocabulary words and moved up many reading levels. I'm improving a lot, which makes me feel like I can do anything. You're never too old to go back to school. Look at me.

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

Regular School Board Meeting
Monday, June 26, 2023, 7:00 AM
M State C101 ~ 900 Hwy 34 E, Detroit Lakes, MN, 56501

Present: John Steffl, April Thomas, Michelle Okeson, Ethan Walz, Amy Erickson

Absent: None: Mary Rotter

The meeting was called to order at 7:00 AM by Board Chair Steffl.

The Pledge of Allegiance was recited.

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

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

- A. Approve the Minutes of the May 22, 2023 Regular School Board Meeting.
- B. Approve K-12 Computer Checks #703130-703285 and Checks #703304-703397 for a total of \$340,026.40. Hand Payable Checks #702805-702813, #702880-702949, #703084-703125, Voided Checks #702745, #702765, and Wire Transfers #4672-4675, #4777-4780, #4795-4797, #4825-4842, #4851-4853, #5026-5028, #5052-5053, #5058-5060, #5073-5086, #5099, #5102-5104, #5115, #5121-5133, in the amount of \$2,268,063.52 for a total of \$2,948,116.32. Senior High Activity Account Checks #500271-500313 and Voided Checks #500023, #500237, and #500270 for a total of \$34,385.45. Middle School Activity Account Checks #300028-300035 for a total of \$869.54.(EXHIBIT)
- C. Approve the Personnel Agenda Items.
- D. Approve the award of bids for Dairy and Baker 2023-2024
- E. Approve the Agreement for Physical Therapy Services with St. Mary's Regional Health Center for 2022-2024
- F. Approve the Adult Basic Education Agreements for the 2023-2024 School year.
- G. Approve the renewal of the Minnesota Rural Education Association Membership for the 2023-2024 school year.
- H. Approve the 2023 Tenure list
- I. Approve the renewal of the LCSC Annual Membership for the 2023-2024 school year.
- J. Approve the Activity Fee and Admission Price Schedule for 2023-2024.
- K. Authorize signatures for Josh Omang, High School Principal, and Rob Nielsen, Activities Director, for the High School Activity Fund; and Mike Suckert, Middle School Principal, and Justin Hegg, Middle School Assistant Principal, for the Middle School Activity Fund for the 2023-24 school year. Two signatures are required on Activity Fund expenditures.
- L. Approve Mark Jenson, Jason Kuehn, Jennifer Stangel, Jennifer Fode, and Kylie Johnson, to make incoming and outgoing wire transfers, stop payments, purchase or withdraw certificates of deposit, inquiries on accounts, access online accounts, and check balances on behalf of the school district for the 2023-24 school year.
- M. Approve Kathy Owens, Payroll Coordinator, to be authorized to make electronic fund transfers for the following specific items for the 2023-24 school year: 1) Transfers to the Minnesota State Retirement System (MSRS) Health Care Savings Program (HCSP) ACH Debit; 2) Transfers to our third party administrator for our 403 (b) Program; 3) Transfers to WEX Account - for our Health Savings Account (HSA) and Flex Spending Account (FSA) Program.
- N. Approve the Resolution for Membership in the Minnesota State High School League.
- O. Second Reading of Policies

1. 620- Credit for Learning
2. 625- Health Services Program
3. 628- Released Time Religious Instruction
4. 630- Early Admission
5. 690- Storm Day
6. 691- GED Testing
7. 722- Public Data and Data Subject Request

Discussion was held on the topics of Therapy Dog and School Song

A motion was made by Erickson, seconded by Tjomas to approve the Resolution to conduct business on Juneteenth. Motion carried unanimously.

A motion was made by Walz, seconded by Erickson to approve the Certification of Updated District Population Estimate. Motion carried unanimously.(EXHIBIT)

A motion was made by Erickson, seconded by Okeson to approve the Employee Property/Liability Insurance and Workers Compensation Renewal for the 2023-2024 School Year. Motion carried unanimously. (EXHIBIT)

A motion was made by Thomas, seconded by Walz to approve the Initial Budget for 2023-2024 School Year.

Superintendent Jenson reported on happenings in the School District

Board Vice Chair Erickson gave an update on Activities Committee

Board Clerk Thomas gave an update on the Schedule C Committee.

Board Chair Steffl announced upcoming meetings and events .

A motion by Erickson, to adjourn the meeting at 8:15 AM, seconded by Walz. Motion carried unanimously.

Respectfully submitted,

April Thomas, Clerk

PERSONNEL AGENDA

June 26, 2023

1) Resignations:

Mitchell Benson– High School Chemistry Teacher, effective end of 2022-2023 school year

Brianna Byer– Middle School Volleyball, effective June 7, 2023.

Lisa Conzemius– High School Math Teacher, effective June 12, 2023.

Elisabeth Grady– Roosevelt Teacher, effective June 8, 2023.

Anita Henderson– Speech/Language Pathologist, effective May 31, 2023.

Jacob Johnson– Middle School Baseball Coach, effective May 30, 2023.

Karen Kalk– Deaf/Hard of Hearing Teacher, effective May 28, 2023.

Britt Moore– Summer Latchkey Supervisor, effective August 31, 2023.

Ali Schmitz– Middle School Social Worker, effective June 3, 2023.

Madyson Webber– Soccer Coach, effective June 8, 2023.

2) **Retirements:**

Sandra Westrum– Latchkey and Food Service Worker, effective September 4, 2023.

3) **Appointments:**

Arlene Baker–Rossman ESY Paraprofessional, at the rate of \$18.55 per hour, effective June 6, 2023 through August 17, 2023.

Karissa Berg– Roosevelt BCBA/Special Education Teacher, at the rate of MA Step 5 or a contract amount of \$51,906 per year, effective August 21, 2023.

Kristin Bird– Lincoln ECFE/School Readiness Child Educator, at the rate of \$33.47 per hour working up to 1410 hours per year, effective August 21, 2023 through May 31, 2024.

Sydney Bly– Middle School Volleyball, at the rate of 4.5% of Step 1 or a contract amount of \$1,873.35 per season, effective August 21, 2023.

Austin Dodd– High School Summer Speed and Strength Coach, at the rate of 3% of Step 1 or a contract amount of \$1,248.90 per season, effective June 5, 2023.

Mary Edwards–Rossman ESY Paraprofessional, at the rate of \$18.55 per hour, effective June 6, 2023 through August 17, 2023.

Joshua Erhardt– High School Special Education Teacher, at the rate of MA Step 3 or a contract amount of \$49,631 per year, effective August 21, 2023.

Fletcher Nelson– High School 9th Grade Girls Volleyball Coach, at the rate of 7% of Step 1 or a contract amount of \$2,914.10 per season, effective August 14, 2023.

Nicholas Grant– Rossman Full Time Custodian, at the rate of \$18.33 per hour working up to 40 hours per week, effective June 20, 2023.

Melissa Greene– Lincoln Child Educator, at the rate of \$35.55 per hour, effective May 30, 2023 through June 30, 2023.

Deb Haverkamp–Rossman ESY Paraprofessional, at the rate of \$17.80 per hour, effective June 6, 2023 through August 17, 2023.

Matthew Jenson– High School Assistant Summer Speed and Strength Coach, at the rate of 3% of Step 1 or a contract amount of \$1,248.90 per season, effective June 5, 2023.

Lauren Justesen– Roosevelt 5th Grade Teacher, at the rate of BA Step 2 or a contract amount of \$42,370 per year, effective August 21, 2023.

Michelle Kangas– ABE Instructor, at the rate of \$33.47 per hour, effective August 1, 2023.

Ashley McDougall– Rossman Latchkey Assistant, at the rate of \$16.00 per hour, effective May 30, 2023 through September 1, 2023.

Andrea McIntosh–Rossman ESY Paraprofessional, at the rate of \$15.95 per hour, effective June 6, 2023 through August 17, 2023.

Greta Moen-Oak– Middle School Long Term Substitute, at the rate of as per Sub Agreement, effective August 21, 2023.

Britt Moore– Rossman Summer Latchkey Supervisor, at the rate of \$21.19 per hour, effective May 30, 2023.

Clay Nagel– Lincoln Driver's Education Instructor, at the rate of \$28.50 per hour, working up to 30 hours per week, effective June 12, 2023.

Amalea Price–Rossman ESY Paraprofessional, at the rate of \$17.80 per hour, effective

June 6, 2023 through August 17, 2023.

Jennifer Reynolds– Lincoln ECFE/SR Instructional Assistant, at the rate of \$16.30 per Hour, effective June 6, 2023 through June 29, 2023.

Keli Richards– High School Girls JV Volleyball Coach, at the rate of 9% of Step 5 or a contract amount of \$4,049.37 per season, effective August 14, 2023.

Samantha Salathe– High School Head Girls Swim Coach, at the rate of 11% of Step 1 or a contract amount of \$4,579.30 per season, effective August 14, 2023.

Samantha Salathe– High School Health Teacher, at the rate of MA Step 2 or a contract amount of \$48,733 per year, effective August 28, 2023.

Mason Sampson– Rossman Latchkey Assistant, at the rate of \$16.00 per hour, effective May 30, 2023 through September 1, 2023.

Andrea Seiling– Lincoln ECFE/SR Instructional Assistant, at the rate of \$15.95 per hour, effective June 6, 2023 through June 29, 2023.

Shannon Sitz– Rossman/Roosevelt Speech Language Pathologist, at the rate of MA Step 6 or a contract amount of \$53,637 per year, effective August 21, 2023.

Donna Stroeing– Lincoln ECFE/SR Instructional Assistant, at the rate of \$15.95 per hour, effective June 6, 2023 through June 29, 2023.

Sadie Stroeing– ECFE/SR Instructional Assistant, at the rate of \$15.25 per hour, effective June 6, 2023 to June 29, 2023.

Amanda Swanson– Rossman ESY Teacher, at the rate of \$30.00 per hour, effective June 6, 2023.

Preston Teske– Rossman ESY Teacher, at the rate of \$30.00 per hour, effective June 6, 2023.

Kayla Thorp– Rossman Special Education Teacher, at the rate of BA Step 1 or a contract amount of \$41,630 per year, effective August 21, 2023.

Nicole Tredwell–Rossman ESY Paraprofessional, at the rate of \$15.95 per hour, effective June 6, 2023 through August 17, 2023.

Abigail Voz–Rossman ESY Paraprofessional, at the rate of \$15.95 per hour, effective June 6, 2023 through August 17, 2023.

Kelly Westrum– Roosevelt Behavior Interventionist Para, at the rate of \$16.80 per hour working 37.5 hours per week, effective September 5, 2023.

Sandy Westrum– Rossman Summer Latchkey Supervisor, at the rate of \$24.36 per hour, effective May 24, 2023 through September 1, 2023.

Isabella Wilson– Lincoln ECFE/SR Instructional Assistant, at the rate of \$15.25 per hour, effective June 6, 2023 to June 29, 2023.

Anna Wilson– Lincoln Child Educator, at the rate of \$33.47 per hour, effective May 30, 2023 to June 30, 2023.

Clara Woytassek– Rossman Summer Latchkey Assistant, at the rate of \$16.00 per hour, effective May 30, 2023.

4) Amended Assignment:

Patrice Wavra– Rossman Special Education Para is amending her assignment from 37.5 hours per week to 27.5 hours per week, effective August 29, 2023.

Theresa Kemper– Rossman Special Education Para is amending her assignment from 37.5 hours per week to 27.5 hours per week ,effective August 29, 2023.

Sueann Lee– Rossman Custodian is amending her assignment from Part Time custodian to Full Time, effective July 1, 2023.

Fletcher Nelson– Rossman 4th Grade Teacher is amending his assignment from 4th grade teacher to 3rd grade teacher, effective August 1, 2023.

Kacey Wood Rossman 3rd Grade Teacher is amending her assignment from 3rd grade teacher to 4th grade teacher, effective August 1, 2023.

Alice Zawdi-Bayoma– Middle School Food Service worker is amending her assignment to Summer Substitute Custodian, at the rate of \$16.44 per hour, effective June 5, 2023 through September 1, 2023.

5) Leave of Absence:

Jacob Blow– is requesting a leave of absence for the 2023-2024, 2024-2025, and 2025-2026 School Years.

6) Terminations:

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 | 5558 | 703463 | Check | 1 | 1011 | | ACADEMIC PLANNERS PLUS | Yes | No | No | USD | 07/12/2023 | 1,980.00 |
| | | | 5557 | 703464 | Check | 1 | 1005 | | ADVANCED BUSINESS METHODS | Yes | No | No | USD | 07/12/2023 | 754.65 |
| | | | 5559 | 703465 | Check | 1 | 1068 | | ARVIG COMMUNICATION SYSTEMS | Yes | No | No | USD | 07/12/2023 | 3,043.54 |
| | | | 5560 | 703466 | Check | 1 | 1291 | | DL REGIONAL CHAMBER OF COMME | Yes | No | No | USD | 07/12/2023 | 633.00 |
| | | | 5580 | 703467 | Check | 1 | 3027 | | EDMENTUM | Yes | No | No | USD | 07/12/2023 | 1,405.35 |
| | | | 5578 | 703468 | Check | 1 | 2317 | | EDUCATORS BENEFIT CONSULTANT | Yes | No | No | USD | 07/12/2023 | 394.45 |
| | | | 5561 | 703469 | Check | 1 | 1329 | | ESX TECHNOLOGY SOLUTIONS, LLC | Yes | No | No | USD | 07/12/2023 | 588.00 |
| | | | 5581 | 703470 | Check | 1 | 3080 | REMIT | FIREPLACE INC | Yes | No | No | USD | 07/12/2023 | 1,799.00 |
| | | | 5562 | 703471 | Check | 1 | 1384 | | FOLTZ, CAROL | Yes | No | No | USD | 07/12/2023 | 48,000.00 |
| | | | 5563 | 703472 | Check | 1 | 1395 | | FRONTLINE TECHNOLOGIES GROUF | Yes | No | No | USD | 07/12/2023 | 17,007.99 |
| | | | 5564 | 703473 | Check | 1 | 1434 | REMIT | GRIFFIN GREENHOUSE SUPPLIES | Yes | No | No | USD | 07/12/2023 | 6,432.43 |
| | | | 5579 | 703474 | Check | 1 | 2318 | | HIKEHOPPERS LLC | Yes | No | No | USD | 07/12/2023 | 14,400.00 |
| | | | 5565 | 703475 | Check | 1 | 1534 | | ILLUMINATE EDUCATION, INC. | Yes | No | No | USD | 07/12/2023 | 16,127.75 |
| | | | 5566 | 703476 | Check | 1 | 1649 | | LAKES COUNTRY SERVICE CO-OP | Yes | No | No | USD | 07/12/2023 | 6,500.00 |
| | | | 5567 | 703477 | Check | 1 | 1715 | | MASSP | Yes | No | No | USD | 07/12/2023 | 870.00 |
| | | | 5572 | 703478 | Check | 1 | 1810 | | MINNESOTA RURAL EDUCATION AS | Yes | No | No | USD | 07/12/2023 | 2,500.00 |
| | | | 5568 | 703479 | Check | 1 | 1761 | | MINNESOTA SCHOOL BOARDS ASSC | Yes | No | No | USD | 07/12/2023 | 11,791.00 |
| | | | 5569 | 703480 | Check | 1 | 1772 | | MN ASSOC. OF SCHOOL BUSINESS C | Yes | No | No | USD | 07/12/2023 | 385.00 |
| | | | 5570 | 703481 | Check | 1 | 1780 | | MN ELEM. SCHOOL PRINCIPALS' AS | Yes | No | No | USD | 07/12/2023 | 2,866.00 |
| | | | 5571 | 703482 | Check | 1 | 1787 | | MN STATE COMMUNITY & TECHNICA | Yes | No | No | USD | 07/12/2023 | 21,000.00 |
| | | | 5573 | 703483 | Check | 1 | 1871 | | NORTHERN DIGITAL SOLUTIONS | Yes | No | No | USD | 07/12/2023 | 14,000.00 |
| | | | 5574 | 703484 | Check | 1 | 1951 | | PRECISION PRINTING | Yes | No | No | USD | 07/12/2023 | 1,357.50 |
| | | | 5577 | 703485 | Check | 1 | 2306 | | REGION 1 | Yes | No | No | USD | 07/12/2023 | 6,625.00 |
| | | | 5575 | 703486 | Check | 1 | 2186 | | TOBII DYNAVOX LLC | Yes | No | No | USD | 07/12/2023 | 1,791.00 |
| | | | 5576 | 703487 | Check | 1 | 2255 | REMIT | WENGER CORPORATION | Yes | No | No | USD | 07/12/2023 | 57,849.95 |
| | | | 5589 | 703488 | Check | 1 | 1003 | | A-OX WELDING SUPPLY CO. INC. | Yes | No | No | USD | 07/12/2023 | 11.38 |
| | | | 5590 | 703489 | Check | 1 | 1067 | | ARVIG | Yes | No | No | USD | 07/12/2023 | 1,000.00 |
| | | | 5592 | 703490 | Check | 1 | 1091 | | BECKER COUNTY ENVIRONMENTAL | Yes | No | No | USD | 07/12/2023 | 352.00 |
| | | | 5593 | 703491 | Check | 1 | 1151 | | BRUSHMARKS SIGN | Yes | No | No | USD | 07/12/2023 | 283.50 |
| | | | 5594 | 703492 | Check | 1 | 1192 | | CENTRAL MARKET | Yes | No | No | USD | 07/12/2023 | 18.68 |
| | | | 5614 | 703493 | Check | 1 | 2770 | | CHILED A INSTITUTE, LLC | Yes | No | No | USD | 07/12/2023 | 5,844.74 |
| | | | 5595 | 703494 | Check | 1 | 1214 | | CONNECT INTERIORS | Yes | No | No | USD | 07/12/2023 | 9,026.36 |
| | | | 5591 | 703495 | Check | 1 | 1089 | REMIT | COUNTY OF BECKER | Yes | No | No | USD | 07/12/2023 | 388.57 |
| | | | 5596 | 703496 | Check | 1 | 1244 | | DACOTAH PAPER COMPANY | Yes | No | No | USD | 07/12/2023 | 332.03 |
| | | | 5597 | 703497 | Check | 1 | 1378 | | FLR SANDERS, INC | Yes | No | No | USD | 07/12/2023 | 18,846.00 |
| | | | 5615 | 703498 | Check | 1 | 3088 | | GILSON, SHELLY | Yes | No | No | USD | 07/12/2023 | 250.00 |
| | | | 5598 | 703499 | Check | 1 | 1433 | | GREENE, MELISSA | Yes | No | No | USD | 07/12/2023 | 33.93 |
| | | | 5599 | 703500 | Check | 1 | 1451 | | HANNESSON, MARGARET | Yes | No | No | USD | 07/12/2023 | 421.82 |
| | | | 5600 | 703501 | Check | 1 | 1529 | | ICS CONSULTING, LLC -138006 | Yes | No | No | USD | 07/12/2023 | 8,000.00 |
| | | | 5601 | 703502 | Check | 1 | 1628 | | KIRCHNER, PHILIP | Yes | No | No | USD | 07/12/2023 | 163.75 |
| | | | 5602 | 703503 | Check | 1 | 1875 | | NUDELL, KAREN | Yes | No | No | USD | 07/12/2023 | 436.23 |

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 | 5616 | 703504 | Check | 1 | 3090 | | PHELPS | Yes | No | No | USD | 07/12/2023 | 347.10 |
| | | | 5603 | 703505 | Check | 1 | 1943 | | POPPLERS MUSIC STORE | Yes | No | No | USD | 07/12/2023 | 45.93 |
| | | | 5604 | 703506 | Check | 1 | 1954 | | PREMIUM WATERS, INC. | Yes | No | No | USD | 07/12/2023 | 125.98 |
| | | | 5605 | 703507 | Check | 1 | 1997 | | RETHWISCH, FRANCINE | Yes | No | No | USD | 07/12/2023 | 15.82 |
| | | | 5606 | 703508 | Check | 1 | 1998 | | REYNOLDS, JENNIFER | Yes | No | No | USD | 07/12/2023 | 69.80 |
| | | | 5607 | 703509 | Check | 1 | 2031 | | SANNES, KIERA | Yes | No | No | USD | 07/12/2023 | 718.48 |
| | | | 5608 | 703510 | Check | 1 | 2056 | | SCHOOL SPECIALTY LLC | Yes | No | No | USD | 07/12/2023 | 919.74 |
| | | | 5609 | 703511 | Check | 1 | 2182 | | THORSON, JOHNNA | Yes | No | No | USD | 07/12/2023 | 101.33 |
| | | | 5610 | 703512 | Check | 1 | 2191 | | TORGERSON, HEATHER | Yes | No | No | USD | 07/12/2023 | 151.30 |
| | | | 5611 | 703513 | Check | 1 | 2203 | | TROPHY HOUSE | Yes | No | No | USD | 07/12/2023 | 10.00 |
| | | | 5612 | 703514 | Check | 1 | 2226 | | UPPER LAKES FOODS, INC. | Yes | No | No | USD | 07/12/2023 | 3,217.56 |
| | | | 5613 | 703515 | Check | 1 | 2252 | | WEBBER FAMILY MOTORS | Yes | No | No | USD | 07/12/2023 | 52.02 |
| Bank Total: MW | | | | | | | | | | | | | | \$291,285.66 | |
| Report Total: | | | | | | | | | | | | | | \$291,285.66 | |

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 | 5683 | 703526 | Check | 1 | 2770 | | CHILED A INSTITUTE, LLC | Yes | No | No | USD | 07/24/2023 | 5,579.07 |
| | | | 5656 | 703527 | Check | 1 | 1270 | | DETROIT LAKES DISPOSAL | Yes | No | No | USD | 07/24/2023 | 1,804.24 |
| | | | 5658 | 703528 | Check | 1 | 1336 | P.T. | ESSENTIA HEALTH | Yes | No | No | USD | 07/24/2023 | 775.50 |
| | | | 5657 | 703529 | Check | 1 | 1329 | | ESX TECHNOLOGY SOLUTIONS, LLC | Yes | No | No | USD | 07/24/2023 | 87.50 |
| | | | 5659 | 703530 | Check | 1 | 1409 | | GERRELL'S SPORT CENTER | Yes | No | No | USD | 07/24/2023 | 6,348.00 |
| | | | 5660 | 703531 | Check | 1 | 1426 | | GRAINGER, INC. | Yes | No | No | USD | 07/24/2023 | 353.52 |
| | | | 5661 | 703532 | Check | 1 | 1459 | | HDQ LANDSCAPING & MORE, INC | Yes | No | No | USD | 07/24/2023 | 9,059.40 |
| | | | 5662 | 703533 | Check | 1 | 1511 | | HOUGH INC. | Yes | No | No | USD | 07/24/2023 | 470.00 |
| | | | 5663 | 703534 | Check | 1 | 1531 | | IDEAL SERVICES, INC. | Yes | No | No | USD | 07/24/2023 | 4,477.00 |
| | | | 5681 | 703535 | Check | 1 | 2303 | | MARCO TECHNOLOGIES, LLC NW712 | Yes | No | No | USD | 07/24/2023 | 23,618.00 |
| | | | 5664 | 703536 | Check | 1 | 1707 | | MARK'S ELECTRIC INC. | Yes | No | No | USD | 07/24/2023 | 6,804.13 |
| | | | 5665 | 703537 | Check | 1 | 1736 | | MENARDS - DETROIT LAKES | Yes | No | No | USD | 07/24/2023 | 686.85 |
| | | | 5684 | 703538 | Check | 1 | 2822 | | MISSION MECHANICAL | Yes | No | No | USD | 07/24/2023 | 404.00 |
| | | | 5682 | 703539 | Check | 1 | 2353 | | MN DEPT OF EMPLOYMENT & ECONO | Yes | No | No | USD | 07/24/2023 | 23,216.19 |
| | | | 5666 | 703540 | Check | 1 | 1787 | | MN STATE COMMUNITY & TECHNICA | Yes | No | No | USD | 07/24/2023 | 78.20 |
| | | | 5667 | 703541 | Check | 1 | 1806 | | MORRIS PAINTING & DECORATING I | Yes | No | No | USD | 07/24/2023 | 9,707.14 |
| | | | 5668 | 703542 | Check | 1 | 1832 | REMIT | NARDINI FIRE EQUIPMENT CO. | Yes | No | No | USD | 07/24/2023 | 3,568.10 |
| | | | 5669 | 703543 | Check | 1 | 1974 | | R SCHOOL TODAY | Yes | No | No | USD | 07/24/2023 | 320.00 |
| | | | 5670 | 703544 | Check | 1 | 1980 | | RDO EQUIPMENT CO. | Yes | No | No | USD | 07/24/2023 | 118.42 |
| | | | 5671 | 703545 | Check | 1 | 1986 | | REDWOOD TOXICOLOGY LABORATO | Yes | No | No | USD | 07/24/2023 | 20.00 |
| | | | 5673 | 703546 | Check | 1 | 2063 | | SCHULTZ BUS COMPANY | Yes | No | No | USD | 07/24/2023 | 235.00 |
| | | | 5672 | 703547 | Check | 1 | 2018 | | SQUIRES, WALDSPURGER & MACE, | Yes | No | No | USD | 07/24/2023 | 2,583.00 |
| | | | 5674 | 703548 | Check | 1 | 2126 | | STEIN'S INC. | Yes | No | No | USD | 07/24/2023 | 573.80 |
| | | | 5675 | 703549 | Check | 1 | 2129 | | STENERSON BROS. LUMBER CO. | Yes | No | No | USD | 07/24/2023 | 534.66 |
| | | | 5676 | 703550 | Check | 1 | 2139 | | SUMMIT FIRE PROTECTION | Yes | No | No | USD | 07/24/2023 | 305.00 |
| | | | 5677 | 703551 | Check | 1 | 2149 | | SWANSON'S REPAIR | Yes | No | No | USD | 07/24/2023 | 73.98 |
| | | | 5678 | 703552 | Check | 1 | 2168 | | TEAM LAB | Yes | No | No | USD | 07/24/2023 | 195.00 |
| | | | 5679 | 703553 | Check | 1 | 2207 | | TWEETON REFRIGERATION, INC. | Yes | No | No | USD | 07/24/2023 | 206.76 |
| | | | 5680 | 703554 | Check | 1 | 2252 | | WEBBER FAMILY MOTORS | Yes | No | No | USD | 07/24/2023 | 902.92 |
| | | | 5685 | 703555 | Check | 1 | 1019 | | ACTIVE INTERNET TECHNOLOGIES, | Yes | No | No | USD | 07/24/2023 | 11,000.00 |
| | | | 5686 | 703556 | Check | 1 | 1133 | | BOND TRUST SERVICES CORPORAT | Yes | No | No | USD | 07/24/2023 | 950.00 |
| | | | 5687 | 703557 | Check | 1 | 1165 | | C.T. BRUNS LLC | Yes | No | No | USD | 07/24/2023 | 2,856.00 |
| | | | 5688 | 703558 | Check | 1 | 1192 | | CENTRAL MARKET | Yes | No | No | USD | 07/24/2023 | 5.95 |
| | | | 5689 | 703559 | Check | 1 | 1201 | | CITI CARGO & STORAGE | Yes | No | No | USD | 07/24/2023 | 150.00 |
| | | | 5690 | 703560 | Check | 1 | 1244 | | DACOTAH PAPER COMPANY | Yes | No | No | USD | 07/24/2023 | 636.23 |
| | | | 5706 | 703561 | Check | 1 | 3091 | | DOLLAMUR SPORT SURFACES | Yes | No | No | USD | 07/24/2023 | 14,644.00 |
| | | | 5691 | 703562 | Check | 1 | 1305 | | EAST SIDE JERSEY DAIRY ESJD | Yes | No | No | USD | 07/24/2023 | 1,184.72 |
| | | | 5692 | 703563 | Check | 1 | 1380 | | FODE, RHONDA | Yes | No | No | USD | 07/24/2023 | 141.88 |
| | | | 5693 | 703564 | Check | 1 | 1458 | | HAZELDEN PUBLISHING | Yes | No | No | USD | 07/24/2023 | 52,666.66 |
| | | | 5707 | 703565 | Check | 1 | 3092 | REMIT | INTRADO INTERACTIVE SERVICES C | Yes | No | No | USD | 07/24/2023 | 12,200.07 |
| | | | 5708 | 703566 | Check | 2 | 2288 | | MADISON NATIONAL LIFE INSURANC | Yes | No | No | USD | 07/24/2023 | 2,160.94 |

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 | 5694 | 703567 | Check | 1 | 1736 | | MENARDS - DETROIT LAKES | Yes | No | No | USD | 07/24/2023 | 199.46 |
| | | | 5695 | 703568 | Check | 1 | 1753 | | MILLER YARD CARE AND CONSTRU | Yes | No | No | USD | 07/24/2023 | 608.00 |
| | | | 5703 | 703569 | Check | 1 | 2321 | | MN FFA REGION 1 SECRETARY/TRE/ | Yes | No | No | USD | 07/24/2023 | 275.00 |
| | | | 5696 | 703570 | Check | 1 | 1806 | | MORRIS PAINTING & DECORATING I | Yes | No | No | USD | 07/24/2023 | 5,264.12 |
| | | | 5704 | 703571 | Check | 1 | 2543 | | MURPHY, SAMANTHA | Yes | No | No | USD | 07/24/2023 | 60.75 |
| | | | 5705 | 703572 | Check | 1 | 2954 | | OUT FRONT POWER EQUIPMENT | Yes | No | No | USD | 07/24/2023 | 12,903.45 |
| | | | 5697 | 703573 | Check | 1 | 1907 | | PAN-O-GOLD BAKING CO. | Yes | No | No | USD | 07/24/2023 | 148.12 |
| | | | 5698 | 703574 | Check | 1 | 1978 | | RAMSEY FLOORING, INC. | Yes | No | No | USD | 07/24/2023 | 56,750.80 |
| | | | 5699 | 703575 | Check | 1 | 1984 | | RED RIVER ZOO | Yes | No | No | USD | 07/24/2023 | 372.50 |
| | | | 5700 | 703576 | Check | 1 | 2126 | | STEIN'S INC. | Yes | No | No | USD | 07/24/2023 | 3,605.00 |
| | | | 5701 | 703577 | Check | 1 | 2129 | | STENERSON BROS. LUMBER CO. | Yes | No | No | USD | 07/24/2023 | 1,816.48 |
| | | | 5702 | 703578 | Check | 1 | 2226 | | UPPER LAKES FOODS, INC. | Yes | No | No | USD | 07/24/2023 | 4,155.75 |
| Bank Total: MW | | | | | | | | | | | | | | \$287,861.26 | |
| Report Total: | | | | | | | | | | | | | | \$287,861.26 | |

JUNE 2023 HAND PAYABLES SUMMARY

| Bank | Pmt No | Check No | Pay Type | Vendor | Date | Amount |
|------|--------|----------|----------|---------------------|-----------|----------|
| HACT | 5304 | 500314 | Check | HUENERS, JANELLE | 6/8/2023 | 123.03 |
| HACT | 5305 | 500315 | Check | JB'S CUSTOM APPAREL | 6/8/2023 | 2,023.50 |
| HACT | 5306 | 500316 | Check | LABINE, MICHAEL | 6/8/2023 | 2,500.00 |
| HACT | 5307 | 500317 | Check | LAKIN, AMY | 6/8/2023 | 627.12 |
| HACT | 5308 | 500318 | Check | MARTIN, DUSTIN | 6/8/2023 | 1,856.49 |
| HACT | 5309 | 500319 | Check | MYERS, CARA | 6/8/2023 | 92.31 |
| HACT | 5310 | 500320 | Check | SCHNATHORST, VERNON | 6/8/2023 | 86.11 |
| HACT | 5311 | 500321 | Check | TROPHY HOUSE | 6/8/2023 | 456.00 |
| HACT | 5312 | 500322 | Check | ZUNICH, RYAN | 6/8/2023 | 268.61 |
| HACT | 5453 | 500323 | Check | BAS Dance Studio | 6/22/2023 | 200.00 |
| HACT | 5448 | 500324 | Check | BLUE 84 SPIRIT | 6/22/2023 | 1,395.00 |
| HACT | 5449 | 500325 | Check | HANSEN, HOPE | 6/22/2023 | 75.00 |
| HACT | 5450 | 500326 | Check | HUB 41 | 6/22/2023 | 1,698.00 |
| HACT | 5451 | 500327 | Check | ISD #22 | 6/22/2023 | 77.88 |
| HACT | 5452 | 500328 | Check | TROPHY HOUSE | 6/22/2023 | 356.50 |
| HACT | 5454 | 500329 | Check | BEUG'S ACE HARDWARE | 6/26/2023 | 39.50 |
| HACT | 5456 | 500330 | Check | DOLL, MARGARET | 6/26/2023 | 51.22 |
| HACT | 5458 | 500331 | Check | GEBHART, TRISHA | 6/26/2023 | 75.00 |
| HACT | 5455 | 500332 | Check | ISD #22 | 6/26/2023 | 1,895.82 |
| HACT | 5457 | 500333 | Check | JUST FOR KIX | 6/26/2023 | 1,488.00 |
| HACT | 5464 | 500334 | Check | ISD #22 | 6/29/2023 | 3,330.00 |
| HACT | 5465 | 500335 | Check | LAKER LOCKER | 6/29/2023 | 652.19 |
| HACT | 5466 | 500336 | Check | MARTIN, DUSTIN | 6/29/2023 | 992.00 |

DLHS STUDENT ACTIVITIES TOTAL \$20,359.28

| Bank | Pmt No | Check No | Pay Type | Vendor | Date | Amount |
|------|--------|----------|----------|-----------------------------------|-----------|------------|
| MW | 5118 | | Wire | BIX PRODUCE | 6/1/2023 | 307.50 |
| MW | 5119 | | Wire | EMC INSURANCE COMPANIES | 6/1/2023 | 14,522.19 |
| MW | 5120 | | Wire | CISCO SYSTEMS CAPITAL CORP | 6/1/2023 | 274,754.84 |
| MW | 5136 | | Wire | CAPITAL ONE TRADE CREDIT | 6/5/2023 | 273.15 |
| MW | 5137 | | Wire | CITY OF DETROIT LAKES | 6/5/2023 | 1,058.38 |
| MW | 5138 | | Wire | MINNESOTA ENERGY RESOURCES | 6/5/2023 | 64.95 |
| MW | 5139 | | Wire | MINNESOTA ENERGY RESOURCES | 6/5/2023 | 304.35 |
| MW | 5140 | | Wire | MINNESOTA ENERGY RESOURCES | 6/5/2023 | 1,841.21 |
| MW | 5141 | | Wire | MINNESOTA ENERGY RESOURCES | 6/5/2023 | 415.77 |
| MW | 5142 | | Wire | MINNESOTA ENERGY RESOURCES | 6/5/2023 | 81.35 |
| MW | 5143 | | Wire | MINNESOTA ENERGY RESOURCES | 6/5/2023 | 79.05 |
| MW | 5144 | | Wire | WEX HEALTH INC - HSA/FLEX | 6/5/2023 | 12,418.05 |
| MW | 5145 | | Wire | AVIBEN | 6/5/2023 | 38,445.55 |
| MW | 5301 | | Wire | MINNESOTA STATE RETIREMENT SYS | 6/6/2023 | 14,134.78 |
| MW | 5313 | | Wire | CITY OF DETROIT LAKES | 6/12/2023 | 17,247.31 |
| MW | 5314 | | Wire | CITY OF DETROIT LAKES | 6/12/2023 | 159.49 |
| MW | 5315 | | Wire | CITY OF DETROIT LAKES | 6/12/2023 | 248.15 |
| MW | 5316 | | Wire | CITY OF DETROIT LAKES | 6/12/2023 | 282.80 |
| MW | 5317 | | Wire | CITY OF DETROIT LAKES | 6/12/2023 | 6,811.91 |
| MW | 5318 | | Wire | MN DEPT OF REVENUE -SALES TAX | 6/12/2023 | 1,558.00 |
| MW | 5319 | | Wire | PUBLIC EMPLOYEES RETIREMENT ASSOC | 6/12/2023 | 43,119.41 |

| | | | | | | |
|----|------|--------|-------|-----------------------------------|-----------|------------|
| MW | 5320 | | Wire | MN TEACHERS RETIREMENT ASSOC. | 6/12/2023 | 220,013.61 |
| MW | 5326 | | Wire | INTERNAL REVENUE SERVICE | 6/15/2023 | 913,910.46 |
| MW | 5327 | | Wire | MN DEPT OF REVENUE -PAYROLL TAXES | 6/15/2023 | 152,947.79 |
| MW | 5340 | | Wire | CITY OF DETROIT LAKES | 6/21/2023 | 117.11 |
| MW | 5341 | | Wire | CITY OF DETROIT LAKES | 6/21/2023 | 21,881.81 |
| MW | 5342 | | Wire | CITY OF DETROIT LAKES | 6/21/2023 | 1,024.08 |
| MW | 5343 | | Wire | CITY OF DETROIT LAKES | 6/21/2023 | 972.50 |
| MW | 5344 | | Wire | CITY OF DETROIT LAKES | 6/21/2023 | 263.91 |
| MW | 5345 | | Wire | CITY OF DETROIT LAKES | 6/21/2023 | 575.31 |
| MW | 5346 | | Wire | MINNESOTA ENERGY RESOURCES | 6/21/2023 | 217.35 |
| MW | 5347 | | Wire | MINNESOTA ENERGY RESOURCES | 6/21/2023 | 6,847.83 |
| MW | 5348 | | Wire | MINNESOTA ENERGY RESOURCES | 6/21/2023 | 303.94 |
| MW | 5349 | | Wire | MINNESOTA ENERGY RESOURCES | 6/21/2023 | 2,878.17 |
| MW | 5350 | | Wire | MINNESOTA ENERGY RESOURCES | 6/21/2023 | 1,037.70 |
| MW | 5351 | | Wire | QUADIENT FINANCE USA, INC. | 6/21/2023 | 999.01 |
| MW | 5352 | | Wire | VERIZON WIRELESS | 6/21/2023 | 635.25 |
| MW | 5353 | | Wire | VERIZON WIRELESS | 6/21/2023 | 555.74 |
| MW | 5459 | | Wire | WEX HEALTH INC - HSA/FLEX | 6/27/2023 | 57,134.65 |
| MW | 5460 | | Wire | MN TEACHERS RETIREMENT ASSOC. | 6/27/2023 | 643,090.52 |
| MW | 5467 | | Wire | CORPORATE PAYMENT SYSTEMS | 6/29/2023 | 39,463.60 |
| MW | 5468 | | Wire | AMAZON | 6/29/2023 | 10,877.16 |
| MW | 5469 | | Wire | PUBLIC EMPLOYEES RETIREMENT ASSOC | 6/29/2023 | 43,415.64 |
| MW | 5470 | | Wire | MINNESOTA STATE RETIREMENT SYS | 6/29/2023 | 47,462.50 |
| MW | 5471 | | Wire | AVIBEN | 6/29/2023 | 175,350.98 |
| MW | 5472 | | Wire | EMC INSURANCE COMPANIES | 6/29/2023 | 45.00 |
| MW | 5523 | | Wire | INTERNAL REVENUE SERVICE | 6/30/2023 | 58,272.92 |
| MW | 5524 | | Wire | MN DEPT OF REVENUE -PAYROLL TAXES | 6/30/2023 | 9,247.17 |
| MW | 5539 | | Wire | MIDWEST BANK | 6/30/2023 | 10.00 |
| MW | 5540 | | Wire | MIDWEST BANK | 6/30/2023 | 10.00 |
| MW | 5541 | | Wire | MIDWEST BANK | 6/30/2023 | 25.00 |
| MW | 5542 | | Wire | MIDWEST BANK | 6/30/2023 | 10.00 |
| MW | 5543 | | Wire | MIDWEST BANK | 6/30/2023 | 100.00 |
| MW | 5544 | | Wire | MIDWEST BANK | 6/30/2023 | 10.00 |
| MW | 5545 | | Wire | AUTHORIZE.NET GATEWAY BILLING | 6/30/2023 | 24.25 |
| MW | 5546 | | Wire | BANKCARD | 6/30/2023 | 127.89 |
| MW | 5547 | | Wire | VANTIV BILLING / WORLDPAY | 6/30/2023 | 87.90 |
| MW | 5548 | | Wire | REVTRAK | 6/30/2023 | 29.95 |
| MW | 5549 | | Wire | TRANSFIRST AFFINETY | 6/30/2023 | 104.19 |
| MW | 5550 | | Wire | WEX HEALTH INC | 6/30/2023 | 8,126.95 |
| MW | 5551 | | Wire | WEX HEALTH INC | 6/30/2023 | 445.50 |
| MW | 5552 | | Wire | USPS.COM | 6/30/2023 | 209.08 |
| MW | 5553 | | Wire | AVIBEN | 6/30/2023 | 29.18 |
| MW | 3425 | 701905 | Check | EIDENSCHINK, SUZANNE | 6/29/2023 | (25.71) |
| MW | 4047 | 702353 | Check | ISD #885 | 6/21/2023 | (180.00) |
| MW | 4238 | 702510 | Check | BLASCZYK, WILLIAM | 6/29/2023 | (80.29) |
| MW | 4270 | 702532 | Check | WEIDENBACH, ANGEL | 6/29/2023 | (5.70) |
| MW | 4453 | 702655 | Check | ISD #726 | 6/12/2023 | (175.00) |
| MW | 4507 | 702711 | Check | HUENERS, JANELLE | 6/29/2023 | (38.25) |
| MW | 4878 | 702937 | Check | HUNT, LOWELL | 6/12/2023 | (90.00) |
| MW | 5016 | 703073 | Check | TAPPE, MICHELLE | 6/29/2023 | (88.29) |
| MW | 5036 | 703086 | Check | GRAVEL PIT GOLF COURSE | 6/12/2023 | (200.00) |
| MW | 5116 | 703126 | Check | GERRELL'S SPORT CENTER | 6/1/2023 | 1,200.00 |
| MW | 5117 | 703127 | Check | ISD #309 | 6/1/2023 | 675.00 |
| MW | 5134 | 703128 | Check | ANDERSON COACH OF FRAZEE, INC. | 6/5/2023 | 31,378.60 |

| | | | | | | |
|----|------|--------|-------|------------------------------------|-----------|------------|
| MW | 5135 | 703129 | Check | SCHULTZ BUS COMPANY | 6/5/2023 | 105,560.70 |
| MW | 5292 | 703261 | Check | BAKKEN, PATRICK | 6/6/2023 | 50.00 |
| MW | 5300 | 703262 | Check | BETTCHEER, ALEX | 6/6/2023 | 50.00 |
| MW | 5282 | 703263 | Check | BUNKER HILLS GOLF CLUB | 6/6/2023 | 180.00 |
| MW | 5294 | 703264 | Check | COLLINS, SAMMY | 6/6/2023 | 50.00 |
| MW | 5280 | 703265 | Check | FRANK, THOMAS | 6/6/2023 | 50.00 |
| MW | 5284 | 703266 | Check | GERDES, LEXI | 6/6/2023 | 50.00 |
| MW | 5281 | 703267 | Check | GERDES, MADDY | 6/6/2023 | 50.00 |
| MW | 5299 | 703268 | Check | HARRIER, BROCK | 6/6/2023 | 50.00 |
| MW | 5289 | 703269 | Check | KENSINGER, LEE | 6/6/2023 | 50.00 |
| MW | 5288 | 703270 | Check | KUEHN, JODI | 6/6/2023 | 50.00 |
| MW | 5298 | 703271 | Check | KVEBAK, KENDRA | 6/6/2023 | 50.00 |
| MW | 5283 | 703272 | Check | LIA, ANDY | 6/6/2023 | 50.00 |
| MW | 5291 | 703273 | Check | MANKE, RYAN | 6/6/2023 | 50.00 |
| MW | 5295 | 703274 | Check | MCCONKEY, KATIE | 6/6/2023 | 50.00 |
| MW | 5286 | 703275 | Check | METRY, JESSICA | 6/6/2023 | 50.00 |
| MW | 5297 | 703276 | Check | MOEN, ANDY | 6/6/2023 | 50.00 |
| MW | 5277 | 703277 | Check | NIELSEN, ROBERT | 6/6/2023 | 1,125.00 |
| MW | 5278 | 703278 | Check | NIELSEN, ROBERT | 6/6/2023 | 600.00 |
| MW | 5290 | 703279 | Check | OMANG, BETH | 6/6/2023 | 50.00 |
| MW | 5287 | 703280 | Check | PENTON, BRIDGET | 6/6/2023 | 50.00 |
| MW | 5285 | 703281 | Check | PRICE, KYLEE | 6/6/2023 | 50.00 |
| MW | 5279 | 703282 | Check | REGION 8AA MSHSL | 6/6/2023 | 7,538.00 |
| MW | 5296 | 703283 | Check | WILLARD, SUSAN | 6/6/2023 | 50.00 |
| MW | 5293 | 703284 | Check | ZUNICH, CAREY | 6/6/2023 | 50.00 |
| MW | 5302 | 703285 | Check | SUCKERT, MICHAEL | 6/12/2023 | 74.99 |
| MW | 5303 | 703286 | Check | U.S. POSTMASTER | 6/7/2023 | 155.00 |
| MW | 5322 | 703287 | Check | GENERAL PARTS LLC | 6/12/2023 | 1,688.47 |
| MW | 5325 | 703288 | Check | HUNT, LOWELL | 6/12/2023 | 90.00 |
| MW | 5321 | 703289 | Check | LAKES COMMUNITY COOPERATIVE | 6/12/2023 | 5,372.35 |
| MW | 5323 | 703290 | Check | OLANDER BUS SERVICE INC. | 6/12/2023 | 203,761.30 |
| MW | 5324 | 703291 | Check | WATER BILLBOARDS | 6/12/2023 | 534.00 |
| MW | 5330 | 703292 | Check | AFSCME COUNCIL 65 | 6/15/2023 | 369.50 |
| MW | 5328 | 703293 | Check | AMERICAN FAMILY LIFE ASSURANCE CO | 6/15/2023 | 324.05 |
| MW | 5328 | 703293 | Check | AMERICAN FAMILY LIFE ASSURANCE CO | 6/29/2023 | (324.05) |
| MW | 5332 | 703294 | Check | D. L. ATHLETIC FOUNDATION | 6/15/2023 | 659.00 |
| MW | 5335 | 703295 | Check | D.L. EDUCATION MINNESOTA (TEACHER) | 6/15/2023 | 19,807.47 |
| MW | 5333 | 703296 | Check | D.L. PUBLIC EDUC FOUNDATION | 6/15/2023 | 185.00 |
| MW | 5329 | 703297 | Check | MINNESOTA CHILD SUPPORT | 6/15/2023 | 3,105.00 |
| MW | 5336 | 703298 | Check | MN SCHOOL EMPLOYEES ASSOC. | 6/15/2023 | 255.69 |
| MW | 5334 | 703299 | Check | SUPPORT PAYMENT CLEARINGHOUSE | 6/15/2023 | 671.82 |
| MW | 5331 | 703300 | Check | UNITED WAY OF BECKER COUNTY | 6/15/2023 | 1,565.00 |
| MW | 5337 | 703301 | Check | ARVIG COMMUNICATION SYSTEMS | 6/21/2023 | 2,997.40 |
| MW | 5339 | 703302 | Check | ISD #885 | 6/21/2023 | 180.00 |
| MW | 5338 | 703303 | Check | NIELSEN, ROBERT | 6/21/2023 | 350.00 |
| MW | 5461 | 703398 | Check | MADISON NATIONAL LIFE INSURANCE | 6/27/2023 | 2,556.04 |
| MW | 5462 | 703399 | Check | MADISON NATIONAL LIFE INSURANCE | 6/27/2023 | 2,158.70 |
| MW | 5463 | 703400 | Check | METLIFE | 6/27/2023 | 4,605.16 |
| MW | 5473 | 703401 | Check | AFFINETY SOLUTIONS, INC | 6/29/2023 | 1,775.00 |
| MW | 5474 | 703402 | Check | ALL FLAGS, LLC | 6/29/2023 | 258.71 |
| MW | 5475 | 703403 | Check | ANDERSON COACH OF FRAZEE, INC. | 6/29/2023 | 3,586.50 |
| MW | 5476 | 703404 | Check | AUTO VALUE DETROIT LAKES | 6/29/2023 | 72.77 |
| MW | 5477 | 703405 | Check | BEUG'S ACE HARDWARE | 6/29/2023 | 415.13 |
| MW | 5478 | 703406 | Check | BLASCZYK, WILLIAM | 6/29/2023 | 80.29 |

| | | | | | | |
|----|------|--------|-------|--|-----------|-----------|
| MW | 5479 | 703407 | Check | BRIDGESTONE GOLF, INC | 6/29/2023 | 700.63 |
| MW | 5521 | 703408 | Check | BRIGHTLY SOFTWARE, INC. | 6/29/2023 | 4,547.41 |
| MW | 5480 | 703409 | Check | CAPITAL ONE TRADE CREDIT | 6/29/2023 | 246.31 |
| MW | 5481 | 703410 | Check | CENTRAL MARKET | 6/29/2023 | 238.71 |
| MW | 5482 | 703411 | Check | COLE PAPERS | 6/29/2023 | 4,846.00 |
| MW | 5519 | 703412 | Check | CONZEMIUS, LISA | 6/29/2023 | 11.59 |
| MW | 5483 | 703413 | Check | CULINEX | 6/29/2023 | 1,987.00 |
| MW | 5484 | 703414 | Check | DACOTAH PAPER COMPANY | 6/29/2023 | 180.82 |
| MW | 5485 | 703415 | Check | DL COMMUNITY & CULTURAL CENTER | 6/29/2023 | 455.00 |
| MW | 5516 | 703416 | Check | DOLL, MARGARET | 6/29/2023 | 341.72 |
| MW | 5487 | 703417 | Check | EAST SIDE JERSEY DAIRY ESJD | 6/29/2023 | 406.64 |
| MW | 5486 | 703418 | Check | E-RATE COMPLETE, LLC | 6/29/2023 | 2,000.00 |
| MW | 5488 | 703419 | Check | FIRST EDUCATIONAL RESOURCES, L | 6/29/2023 | 5,000.00 |
| MW | 5489 | 703420 | Check | G & R CONTROLS, INC. | 6/29/2023 | 16,083.00 |
| MW | 5490 | 703421 | Check | GENERAL PARTS LLC | 6/29/2023 | 710.76 |
| MW | 5491 | 703422 | Check | HEFTA, REED | 6/29/2023 | 256.85 |
| MW | 5492 | 703423 | Check | HERZOG ROOFING, INC. | 6/29/2023 | 768.00 |
| MW | 5493 | 703424 | Check | HUENERS, JANELLE | 6/29/2023 | 38.25 |
| MW | 5494 | 703425 | Check | IS CORP | 6/29/2023 | 12,026.88 |
| MW | 5495 | 703426 | Check | JOHNSON CONTROLS | 6/29/2023 | 7,809.00 |
| MW | 5496 | 703427 | Check | MACKIN EDUCATION RESOURCES | 6/29/2023 | 712.98 |
| MW | 5497 | 703428 | Check | MARTIN, DUSTIN | 6/29/2023 | 90.66 |
| MW | 5498 | 703429 | Check | MASSP | 6/29/2023 | 3,579.00 |
| MW | 5517 | 703430 | Check | MESPA | 6/29/2023 | 150.00 |
| MW | 5499 | 703431 | Check | METROPOLITAN MECHANICAL CONTRACTORS | 6/29/2023 | 276.00 |
| MW | 5500 | 703432 | Check | MID CENTRAL DOOR COMPANY | 6/29/2023 | 632.92 |
| MW | 5501 | 703433 | Check | MINNESOTA STATE HIGH SCHOOL LEAGUE | 6/29/2023 | 160.00 |
| MW | 5502 | 703434 | Check | MN STATE COMMUNITY & TECHNICAL COLLEGE | 6/29/2023 | 256.11 |
| MW | 5503 | 703435 | Check | MORRIS PAINTING & DECORATING I | 6/29/2023 | 0.00 |
| MW | 5522 | 703436 | Check | MOSER, ANNA | 6/29/2023 | 65.09 |
| MW | 5504 | 703437 | Check | MULCAHY | 6/29/2023 | 229.86 |
| MW | 5505 | 703438 | Check | NIELSEN, ROBERT | 6/29/2023 | 176.85 |
| MW | 5506 | 703439 | Check | OLYMPUS LOCKERS & STORAGE PROD | 6/29/2023 | 2,985.00 |
| MW | 5507 | 703440 | Check | OTIS ELEVATOR COMPANY | 6/29/2023 | 150.00 |
| MW | 5508 | 703441 | Check | PERFORMANCE FOODSERVICE | 6/29/2023 | 1,354.98 |
| MW | 5515 | 703442 | Check | REGION 1 | 6/29/2023 | 8,062.57 |
| MW | 5509 | 703443 | Check | SEESAW | 6/29/2023 | 4,680.00 |
| MW | 5510 | 703444 | Check | SEPTIC VAC | 6/29/2023 | 165.00 |
| MW | 5511 | 703445 | Check | SHIP WRECK BEADS | 6/29/2023 | 970.38 |
| MW | 5512 | 703446 | Check | SKYWARD | 6/29/2023 | 5,120.75 |
| MW | 5513 | 703447 | Check | SPED FORMS LLC | 6/29/2023 | 9,071.52 |
| MW | 5520 | 703448 | Check | TAPPE, MICHELLE | 6/29/2023 | 88.29 |
| MW | 5514 | 703449 | Check | UPPER LAKES FOODS, INC. | 6/29/2023 | 622.07 |
| MW | 5518 | 703450 | Check | WEIDENBACH, ANGEL | 6/29/2023 | 5.70 |
| MW | 5527 | 703451 | Check | AFSCME COUNCIL 65 | 6/30/2023 | 360.30 |
| MW | 5525 | 703452 | Check | AMERICAN FAMILY LIFE ASSURANCE CO | 6/30/2023 | 190.85 |
| MW | 5529 | 703453 | Check | D. L. ATHLETIC FOUNDATION | 6/30/2023 | 75.00 |
| MW | 5530 | 703454 | Check | D.L. PUBLIC EDUC FOUNDATION | 6/30/2023 | 5.00 |
| MW | 5526 | 703455 | Check | MINNESOTA CHILD SUPPORT | 6/30/2023 | 270.00 |
| MW | 5531 | 703456 | Check | MN SCHOOL EMPLOYEES ASSOC. | 6/30/2023 | 114.71 |
| MW | 5528 | 703457 | Check | UNITED WAY OF BECKER COUNTY | 6/30/2023 | 32.00 |
| MW | 5534 | 703458 | Check | MORRIS PAINTING & DECORATING I | 6/29/2023 | 6,984.10 |
| MW | 5535 | 703459 | Check | AMERICAN FAMILY LIFE ASSURANCE CO | 6/29/2023 | 235.25 |

DISTRICT TOTAL **\$3,359,251.65**

BANK RECONCILIATION

6/30/23

| | |
|--|-------------------|
| BREMER BANK STATEMENT ENDING BALANCE | 241,714.31 |
| ADD: RECEIPTS DEPOSITED NOT ON BANK STATEMENT | 0.00 |
| LESS: OPEN CHECKS NOT CLEARED | (14,529.41) |
| BANK ENDING STATEMENT BALANCE | <u>227,184.90</u> |
| | |
| BOOK BALANCE - PRIOR MONTH ENDING | 232,416.20 |
| ADD: RECEIPTS (FROM RECEIPTS REPORT) | 15,127.98 |
| LESS: PAYMENTS (CHECKS REPORT) | (20,359.28) |
| MISC FEES: | 0.00 |
| BOOK ENDING BALANCE | <u>227,184.90</u> |
| | |
| DIFFERENCE | |

Cash Flow
7/1/1998 through 6/30/2023

7/12/2023

Page 1

| Category | 7/1/1998- 6/30/2023 |
|---------------------|------------------------|
| INFLOWS | |
| Uncategorized | 0.00 |
| 003 I-ART CLUB | 481.00 |
| 005 I-ATH | 298.99 |
| 006-JSA-SGA | 150.00 |
| 007 INTERACT | 2,777.93 |
| 010 I-BPA | 1,374.19 |
| 015 I-BAND | 17,932.34 |
| 016 I | 0.00 |
| 016-HOSA | 0.00 |
| 020 I-BANDCHOIR | 0.00 |
| 025 I-BSB | 24.89 |
| 030 I-BBB | 10,572.11 |
| 040 I-GBB | 8,626.14 |
| 045 I-Cheer | 351.66 |
| 050 I-CHOIR | 9,730.41 |
| 051I All City Choir | 0.00 |
| 053 I-CC | 3,387.03 |
| 055 I-SKI | 3,242.35 |
| 060 I-DANCE | 10,404.54 |
| 065 I | 0.00 |
| 070 I-FFA | 15,979.04 |
| 075 I | 0.00 |
| 080 I-FB | 4,679.94 |
| 082 I-BGOLF | 10,735.77 |
| 083 I-GGOLF | 3,186.81 |
| 085 I-GYM | 1,188.36 |
| 090 I | 0.00 |
| 095 I-BHOC | 10,117.89 |
| 096I-GHOC | 1,784.81 |
| 097 I | 0.00 |
| 100 I | 0.00 |
| 102 I | 0.00 |
| 103 I | 0.00 |
| 105 I-NHS | 884.68 |
| 110 I | 0.00 |
| 115 I-NACLUB | 5,959.78 |
| 116 I | 0.00 |
| 117 I-Robotics | 2,683.95 |
| 118 I | 0.00 |
| 119 | 0.00 |
| 120 I-PROM | 18,543.70 |
| 125- Trap | 0.00 |
| 126 I-Trap Shooting | 7,109.96 |
| 128 I-BSOC | 2,121.35 |
| 129 I-GSOC | 4,777.67 |
| 130 I | 0.00 |
| 132 I-SB | 15,634.05 |
| 133 I-SPAN | 0.00 |
| 134 I | 0.00 |

Cash Flow

7/1/1998 through 6/30/2023

7/12/2023

Page 2

| Category | 7/1/1998- 6/30/2023 |
|-----------------------|------------------------|
| 135 I-SPEECH | 3,821.11 |
| 140 I-STUD. CO. | 5,111.93 |
| 141I-Link Crew | 1,263.21 |
| 142 I-WEBCAST | 0.00 |
| 142- SPEEDSTRENGTH | 5,595.82 |
| 143 Sidekicks | 1,864.60 |
| 144 I-BSWIM | 960.35 |
| 145 I-GSWIM | 1,944.68 |
| 147 I-TARGET | 224.88 |
| 149I-ALC | 5,301.21 |
| 150 I-GTEN | 1.05 |
| 151 I-BTEN | 167.75 |
| 155 I-TRACK | 5,449.92 |
| 157 I | 0.00 |
| 160 I-VB | 18,039.27 |
| 163 I | 0.00 |
| 165 I-WREST | 2,850.80 |
| 170 I-INT. | 0.00 |
| 171I-Service Fee's | -153.02 |
| 180 I | 0.00 |
| TOTAL INFLOWS | 227,184.90 |
| OUTFLOWS | |
| 175 I | 0.00 |
| TOTAL OUTFLOWS | 0.00 |
| OVERALL TOTAL | 227,184.90 |

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

| | | |
|-----------------------------------|----------|------------|
| Previous Balance: | | 246,058.33 |
| Checks and Payments | 27 Items | -19,472.00 |
| Deposits and Other Credits | 14 Items | 15,127.98 |
| Service Charge | 0 Items | 0.00 |
| Interest Earned | 0 Items | 0.00 |
| Ending Balance of Bank Statement: | | 241,714.31 |

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

| | | |
|-----------------------------------|----------|------------|
| Cleared Balance: | | 241,714.31 |
| Checks and Payments | 48 Items | -14,529.41 |
| Deposits and Other Credits | 0 Items | 0.00 |
| Register Balance as of 6/30/2023: | | 227,184.90 |
| Checks and Payments | 0 Items | 0.00 |
| Deposits and Other Credits | 0 Items | 0.00 |
| Register Ending Balance: | | 227,184.90 |

Uncleared Transaction Detail up to 6/30/2023

| Date | Num | Payee | Memo | Category | Cir | Amount |
|--------------------------------------|--------|----------------------------------|--|--------------------|-----|-----------|
| Uncleared Checks and Payments | | | | | | |
| 1/17/2018 | 26697 | Make A Wish Foundation | Freshman Donation | 141I-Link Crew | | -125.00 |
| 1/17/2018 | 26698 | AMERICAN CANCER SOCIETY | Freshman Donation | 141I-Link Crew | | -125.00 |
| 1/23/2018 | 26708 | Mary's Place | Stuff A Stocking Donation | 105 I-NHS | | -300.00 |
| 2/26/2018 | 26783 | Cherish Johnson | reimburse for hotel room | 060 I-DANCE | | -20.00 |
| 2/26/2018 | 26786 | Elle Seaberg | reimburse for hotel room | 060 I-DANCE | | -20.00 |
| 3/7/2018 | 26803 | MN FFA | 4 students APEX conference | 070 I-FFA | | -380.00 |
| 3/15/2018 | 26810 | MN FFA | H2O Conference | 070 I-FFA | | -175.00 |
| 1/18/2018 | 27161 | Cole Bryant | reimburse for red ribbon week supplies | 147 I-TARGET | | -11.90 |
| 2/11/2019 | 27297 | Nate Ochsner | reimburse for donute for group meeting | 007 INTERACT | | -27.45 |
| 3/6/2019 | 27341 | Todd Dwyer | reimburse for team meal | 007 INTERACT | | -197.72 |
| 3/19/2019 | 27362 | Nathan Ochsner | interact snacks | 007 INTERACT | | -32.00 |
| 5/21/2019 | 27514 | Humane Society Of The Lakes | NHS Donation | 105 I-NHS | | -264.00 |
| 6/27/2019 | 27550 | TROPHY HOUSE | invoice 253073 FFA Awards | 070 I-FFA | | -42.00 |
| 10/1/2019 | 400044 | JEM Kensingler Inc./ Dairy Queen | cc dilly bars | 053 I-CC | | -57.60 |
| 10/1/2019 | 400050 | Region 1 FFA | rlc 1 | 070 I-FFA | | -35.00 |
| 11/14/2019 | 400080 | Cole Bryant | reimb for lunch | 147 I-TARGET | | -25.01 |
| 11/25/2019 | 400103 | Ronnie Hutchinson | reimb for wheels | 050 I-CHOIR | | -9.68 |
| 1/24/2020 | 400181 | Region 1 FFA | wrlc & rally | 070 I-FFA | | -75.00 |
| 1/30/2020 | 400188 | ELSMORE AQUATIC | swim caps | 145 I-GSWIM | | -132.75 |
| 3/25/2020 | 400253 | HARRIS MARKETING | IM Dodgeball shirts invoice 8002 | 147 I-TARGET | | -72.00 |
| 1/21/2021 | 400444 | MN BPA | masks | 010 I-BPA | | -22.50 |
| 3/24/2021 | 400487 | Saf Enterprises, LLC | sr gifts | 030 I-BBB | | -214.68 |
| 4/15/2021 | 400499 | Zachiea Properties | wres catering | 165 I-WREST | | -93.57 |
| 2/1/2022 | 400716 | Jimmy John's | team meal | 030 I-BBB | | -298.10 |
| 2/8/2022 | 400731 | LAKER LOCKER | shirts | 060 I-DANCE | | -425.00 |
| 2/17/2022 | 400743 | Jimmy John's | team meal | 030 I-BBB | | -325.70 |
| 3/4/2022 | 400764 | LEN BUSCH ROSES | poinsettia fundraiser | 050 I-CHOIR | | -146.15 |
| 4/4/2022 | 400798 | ROB ULLYOTT | sect dues | 165 I-WREST | | -100.00 |
| 4/5/2022 | 400810 | ROB ULLYOTT | sect dues | 165 I-WREST | | -100.00 |
| 5/26/2022 | 400896 | The Ice Cream Truck | ALC ice cream for grads | 149I-ALC | | -112.00 |
| 9/21/2022 | 500023 | TROPHY HOUSE | AWARDS inv258985 | 082 I-BGOLF | | -160.80 |
| 9/21/2022 | 500023 | TROPHY HOUSE | AWARDS inv259364 | 150 I-GTEN | | -38.80 |
| 4/6/2023 | 500237 | VERN SCHNATHORST | reimb for golf clothing and decals | 082 I-BGOLF | | -345.80 |
| 5/5/2023 | 500280 | MNHSWL | Laker WtLifting Dues | 142- SPEEDSTRENGTH | | -410.00 |
| 5/26/2023 | 500311 | SANDBAR | banquet catering | 070 I-FFA | | -125.00 |
| 6/8/2023 | 500319 | Myers, Cara | Reimb for ALC senior breakfast | 149I-ALC | | -92.31 |
| 6/22/2023 | 500323 | BAS Dance Studio | dance team clinic | 060 I-DANCE | | -200.00 |
| 6/22/2023 | 500325 | Hope Hansen | dance team clinic | 060 I-DANCE | | -75.00 |
| 6/22/2023 | 500326 | HUB 41 | prom food | 120 I-PROM | | -1,698.00 |
| 6/22/2023 | 500327 | ISD # 22 | alc grad catering inv 7513 | 149I-ALC | | -77.88 |
| 6/22/2023 | 500328 | TROPHY HOUSE | awards inv 260528 | 082 I-BGOLF | | -286.50 |
| 6/22/2023 | 500328 | TROPHY HOUSE | player water bottles inv 260477 | 132 I-SB | | -70.00 |

Uncleared Transaction Detail up to 6/30/2023

| Date | Num | Payee | Memo | Category | Clr | Amount |
|--|--------|---------------------|-------------------------------------|--------------------|-----|------------|
| 6/26/2023 | 500329 | BEUG'S ACE HARDWARE | robotics supplies inv 240154 | 117 I-Robotics | | -39.50 |
| 6/26/2023 | 500331 | Trisha Gebhart | dance team clinic | 060 I-DANCE | | -75.00 |
| 6/26/2023 | 500332 | ISD # 22 | track meet concessions inv 7522 | 155 I-TRACK | | -1,895.82 |
| 6/29/2023 | 500334 | ISD # 22 | pymtn to district for s & s | 142- SPEEDSTRENGTH | | -3,330.00 |
| 6/29/2023 | 500335 | LAKER LOCKER | fb camp clothing inv 6532 | 080 I-FB | | -652.19 |
| 6/29/2023 | 500336 | Dustin Martin | reimb for practice rounds and balls | 083 I-GGOLF | | -992.00 |
| Total Uncleared Checks and Payments | | | | | | -14,529.41 |
| Uncleared Deposits and Other Credits | | | | | | |
| Total Uncleared Deposits and Other Credits | | | | | | 0.00 |
| Total Uncleared Transactions | | | | | | -14,529.41 |

Transaction - Jun 2023

6/1/2023 through 6/30/2023

7/12/2023

| Date | Account | Num | Description | Memo | Category | Clr | Amount |
|-----------|---------|--------|--------------------------|---|-----------------|-----|-------------------|
| | | | BALANCE 5/31/2023 | | | | 232,416.20 |
| 6/8/2023 | 98-99 | 500319 | Myers, Cara | Reimb for ALC senior breakfast | 149I-ALC | R | -92.31 |
| 6/8/2023 | 98-99 | 500322 | Ryan Zunich | reimb for track cart | 155 I-TRACK | R | -268.61 |
| 6/8/2023 | 98-99 | 500320 | VERN SCHNATHORST | reimb for team food | 082 I-BGOLF | R | -86.11 |
| 6/8/2023 | 98-99 | 500315 | JB Custom Apparel | vb camp shirts inv 17639 | 160 I-VB | R | -2,023.50 |
| 6/8/2023 | 98-99 | 500321 | TROPHY HOUSE | awards inv 260373 | 132 I-SB | R | -456.00 |
| 6/8/2023 | 98-99 | 500316 | MIKE LABINE | payment for ball pit | 140 I-STUD. ... | R | -2,500.00 |
| 6/8/2023 | 98-99 | 500314 | Janelle Hueners | reimb for ffa banquet | 070 I-FFA | R | -123.03 |
| 6/8/2023 | 98-99 | 500317 | Amy Lakin | reimb for prom supplies | 120 I-PROM | R | -627.12 |
| 6/8/2023 | 98-99 | 500318 | Dustin Martin | reimb for hotel rooms for team | 083 I-GGOLF | R | -1,856.49 |
| 6/22/2023 | 98-99 | 500325 | Hope Hansen | dance team clinic | 060 I-DANCE | R | -75.00 |
| 6/22/2023 | 98-99 | 500326 | HUB 41 | prom food | 120 I-PROM | R | -1,698.00 |
| 6/22/2023 | 98-99 | 500327 | ISD # 22 | alc grad catering inv 7513 | 149I-ALC | R | -77.88 |
| 6/22/2023 | 98-99 | 500324 | Blue 84 Spirit | s & s shirts inv 1715325 | 142- SPEEDS... | R | -1,395.00 |
| 6/22/2023 | 98-99 | 500328 | TROPHY HOUSE | awards inv 260528 | 082 I-BGOLF | R | -286.50 |
| 6/22/2023 | 98-99 | 500323 | BAS Dance Studio | dance team clinic | 060 I-DANCE | R | -200.00 |
| 6/22/2023 | 98-99 | 500328 | TROPHY HOUSE | player water bottles inv 260477 | 132 I-SB | R | -70.00 |
| 6/26/2023 | 98-99 | 500329 | BEUG'S ACE HARDWARE | robotics supplies inv 240154 | 117 I-Robotics | R | -39.50 |
| 6/26/2023 | 98-99 | 500331 | Trisha Gebhart | dance team clinic | 060 I-DANCE | R | -75.00 |
| 6/26/2023 | 98-99 | 500333 | Just For Kix | DLHS Camp | 060 I-DANCE | R | -1,488.00 |
| 6/26/2023 | 98-99 | 500330 | MAGGIE DOLL | REIMBURSEMENT FOR team treats | 155 I-TRACK | R | -51.22 |
| 6/26/2023 | 98-99 | 500332 | ISD # 22 | track meet concessions inv 7522 | 155 I-TRACK | R | -1,895.82 |
| 6/27/2023 | 98-99 | 13211 | Football | fb recycling | 080 I-FB | R | 13.80 |
| 6/27/2023 | 98-99 | 13217 | Football | fb camp | 080 I-FB | R | 60.00 |
| 6/27/2023 | 98-99 | 13209 | Speech | tourney | 135 I-SPEECH | R | 83.00 |
| 6/27/2023 | 98-99 | 13201 | Bpa | rotary nationals sponsorship | 010 I-BPA | R | 250.00 |
| 6/27/2023 | 98-99 | 13210 | Band | band twins tickets and \$200 Deb & steve... | 015 I-BAND | R | 310.00 |
| 6/27/2023 | 98-99 | 13215 | Football | fb jersey overpayment reimbursement | 080 I-FB | R | 379.80 |
| 6/27/2023 | 98-99 | 13212 | Boys Golf | tourney- albany | 082 I-BGOLF | R | 380.00 |
| 6/27/2023 | 98-99 | 13202 | Football | fb camp | 080 I-FB | R | 400.00 |
| 6/27/2023 | 98-99 | 13216 | Boys Golf | tourney- edina | 082 I-BGOLF | R | 700.00 |
| 6/27/2023 | 98-99 | 13213 | Football | fb camp | 080 I-FB | R | 760.00 |
| 6/27/2023 | 98-99 | 13208 | SPEED & STRENGTH | speed and strength | 142- SPEEDS... | R | 950.00 |
| 6/27/2023 | 98-99 | 13200 | Volleyball | vb camp | 160 I-VB | R | 4,650.00 |
| 6/27/2023 | 98-99 | 13208 | SPEED & STRENGTH | speed and strength | 142- SPEEDS... | R | 3,775.00 |
| 6/27/2023 | 98-99 | 13214 | Dance | warm ups and clinic | 060 I-DANCE | R | 2,416.38 |
| 6/29/2023 | 98-99 | 500334 | ISD # 22 | pymtn to district for s & s | 142- SPEEDS... | R | -3,330.00 |

Transaction - Jun 2023

6/1/2023 through 6/30/2023

7/12/2023

| Date | Account | Num | Description | Memo | Category | Clr | Amount |
|-----------------------------|---------|--------|---------------|-------------------------------------|-------------|-----|-------------------|
| 6/29/2023 | 98-99 | 500335 | LAKER LOCKER | fb camp clothing inv 6532 | 080 I-FB | | -652.19 |
| 6/29/2023 | 98-99 | 500336 | Dustin Martin | reimb for practice rounds and balls | 083 I-GGOLF | | -992.00 |
| 6/1/2023 - 6/30/2023 | | | | | | | -5,231.30 |
| BALANCE 6/30/2023 | | | | | | | 227,184.90 |
| TOTAL INFLOWS | | | | | | | 15,127.98 |
| TOTAL OUTFLOWS | | | | | | | -20,359.28 |
| NET TOTAL | | | | | | | -5,231.30 |

BANK RECONCILIATION

6/30/23

| | |
|--|------------------------|
| BREMER BANK STATEMENT BALANCE | 7,119.65 |
| ADD: RECEIPTS DEPOSITED BUT NOT ON BANK STATEMENT | 0.00 |
| LESS: OPEN CHECKS NOT CLEARED | (400.00) |
| BANK ENDING STATEMENT BALANCE | <u><u>6,719.65</u></u> |
| BOOK BALANCE - PRIOR MONTH ENDING | 6,718.46 |
| ADD: RECEIPTS (FROM RECEIPTS REPORT) | 1.19 |
| LESS: PAYMENTS (CHECKS REPORT) | 0.00 |
| NSF CHECKS: | 0.00 |
| BOOK ENDING BALANCE | <u><u>6,719.65</u></u> |
| DIFFERENCE | 0.00 |

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

| | | | |
|-----------------------------------|---|-------|----------|
| Previous Balance: | | | 7,255.16 |
| Checks and Payments | 2 | Items | -136.70 |
| Deposits and Other Credits | 1 | Item | 1.19 |
| Service Charge | 0 | Items | 0.00 |
| Interest Earned | 0 | Items | 0.00 |
| Ending Balance of Bank Statement: | | | 7,119.65 |

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

| | | | |
|-----------------------------------|---|-------|----------|
| Cleared Balance: | | | 7,119.65 |
| Checks and Payments | 1 | Item | -400.00 |
| Deposits and Other Credits | 0 | Items | 0.00 |
| Register Balance as of 6/30/2023: | | | 6,719.65 |
| Checks and Payments | 0 | Items | 0.00 |
| Deposits and Other Credits | 0 | Items | 0.00 |

Register Ending Balance:

6,719.65

Cleared Transaction Detail

| Date | Num | Payee | Memo | Category | Clr | Amount |
|---|--------|------------------|-------------------------|-----------------|-----|----------------|
| Cleared Checks and Payments | | | | | | |
| 5/26/2023 | 300032 | Linda Vagle | Reward Day Activities | Imagination | R | -52.65 |
| 5/30/2023 | 300035 | Danielle Schmitz | last day student treats | Spirit | R | -84.05 |
| Total Cleared Checks and Payments | | | | | | -136.70 |
| Cleared Deposits and Other Credits | | | | | | |
| 6/30/2023 | | Interest Earned | | Student Council | R | 1.19 |
| Total Cleared Deposits and Other Credits | | | | | | 1.19 |
| Total Cleared Transactions | | | | | | -135.51 |

Uncleared Transaction Detail up to 6/30/2023

| Date | Num | Payee | Memo | Category | Clr | Amount |
|--|--------|-------|---|-----------------|-----|---------|
| Uncleared Checks and Payments | | | | | | |
| 5/10/2023 | 300029 | Masc | Student Council Registration for MASC ... | Student Council | | -400.00 |
| Total Uncleared Checks and Payments | | | | | | -400.00 |
| Uncleared Deposits and Other Credits | | | | | | |
| Total Uncleared Deposits and Other Credits | | | | | | 0.00 |
| Total Uncleared Transactions | | | | | | -400.00 |

Uncleared Transaction Detail after 6/30/2023

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

BREMER

PO Box 1000
Lake Elmo, MN 55042-1000

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

Last statement: May 31, 2023
This statement: June 30, 2023
Total days in statement period: 30

Page 1 of 2
XXXXXX2547
(0)

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

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

Community Business W/Interest

| | | | |
|----------------------------|------------|--------------------|------------|
| Account number | XXXXXX2547 | Beginning balance | \$7,255.16 |
| Low balance | \$7,118.46 | Total additions | 1.19 |
| Average balance | \$7,217.32 | Total subtractions | 136.70 |
| Avg collected balance | \$7,217 | Ending balance | \$7,119.65 |
| Interest paid year to date | \$8.11 | | |

CHECKS

| <u>Number</u> | <u>Date</u> | <u>Amount</u> | <u>Number</u> | <u>Date</u> | <u>Amount</u> |
|---------------|-------------|---------------|--------------------------|-------------|---------------|
| 300032 | 06-27 | 52.65 | * Skip in check sequence | | |
| 300035 * | 06-20 | 84.05 | | | |

CREDITS

| <u>Date</u> | <u>Description</u> | <u>Additions</u> |
|-------------|--------------------|------------------|
| 06-30 | Interest Credit | 1.19 |

DAILY BALANCES

| <u>Date</u> | <u>Amount</u> | <u>Date</u> | <u>Amount</u> | <u>Date</u> | <u>Amount</u> |
|-------------|---------------|-------------|---------------|-------------|---------------|
| 05-31 | 7,255.16 | 06-27 | 7,118.46 | | |
| 06-20 | 7,171.11 | 06-30 | 7,119.65 | | |

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.

PERSONNEL AGENDA

July 24, 2023

1) **Resignations:**

Terry Eiter– High School Head Baseball Coach, effective June 21, 2023.

Megan Hovinen– Assistant Musical Director, effective July 12, 2023.

Samantha Jerger– GED Proctor, effective June 23, 2023.

Candace Johnson– Concession lead, effective March 25, 2023.

Justin Johnson– Middle School Girls Soccer Coach, effective July 19, 2023.

Diane Morton– Special Education Para, effective March 9, 2023.

Sadie Stroeing– Extended Care Para, effective June 29, 2023.

Dylan Surface– Fall, Winter, Spring, Summer Speed and Strength Coach, Head Boys Track and Field Coach, effective July 7, 2023.

Bradly Swiers High School Paraprofessional, effective July 17, 2023.

Bronson Vinge– Groundskeeper, effective July 22, 2023.

2) **Retirements:**

Terry Eiter– High School Social Studies, effective October 18, 2023.

3) **Appointments:**

Nick Alton– Middle School Football Coach, at the rate of 4.5% of Step 7 or a contract amount of \$2,149.43 per season, effective August 21, 2023.

Leslie Anderson– High School Physical Education Teacher, at the rate of MA Step 13 or a contract amount of \$67,342 per year (pending 23-25 negotiations), effective August 21, 2023 through June 30, 2024.

Shiloh Barrows– Rossman Summer LatchKey Assistant, at the rate of \$16.00 per hour, effective June 5, 2023 through September 1, 2023.

Casey Berntson– Middle School Football Coach, at the rate of 4.5% of Step 1 or a contract amount of \$1,873.35 per season, effective August 21, 2023.

Lisa Black-Lorz– Lincoln ECFE/SR Educational Assistant, at the rate of \$15.25 per hour, working 37.5 hours per week, effective August 21, 2023.

Shelley Cervantes– Middle School Counselor, at the rate of MA Step 13 or a contract amount of \$67,342 with 10 days at \$378.33 per day, effective August 21, 2023.

Ashley Disse– Lincoln ECSE Paraprofessional, at the rate of \$15.95 per hour, working 37.5 hours per week, effective August 21, 2023.

Austin Dodd– Middle School Physical Education Teacher, at the rate of BA Step 1 or a contract amount of \$41,630 per year (pending 23-25 negotiations), effective August 28, 2023 through June of 2024.

Charles Honke– .4 High School CTE Teacher, at the rate of BA Step 1 or a contract amount of \$16,652 per year, effective August 21, 2023. *pending licensure*

Laura Hunt– Middle School Special Education Teacher, at the rate of BA+20 Step 5 or a contract amount of \$48,568 per year, effective August 28, 2023. *pending licensure*

Christine Karlgaard– Middle School Girls Swim and Dive, at the rate of Step 2 or a contract amount of \$2,965.90 per season, effective August 14, 2023.

Jennifer Klein– Roosevelt Administrative Assistant, at the rate of \$17.26 per hour, working 40 hours per week, effective September 5, 2023. *pending 23-25 negotiations*

Alyssa Mitchell– High School Agriculture Education Instructor, at the rate of BA Step 1 or a contract amount of \$41,630 (Prorated based on actual start date), effective November 27, 2023.

Alyssa Mitchell– High School FFA Advisor, at the rate of BA Step one or a contract amount of \$4,579.30 per year, effective July 11, 2023.

Christin Mohr– Rossman ESY Teacher, at the rate of \$30.00 per hour, effective August 1, 2023 through August 17, 2023.

Jessica Olsen– High School Boys Head Soccer Coach, at the rate of Step 1 or a contract amount of \$3,746.70 per season, effective August 14, 2023.

Melissa Ostlie- Middle School Math Interventionist, at the rate of BA Step 8 or a contract amount of \$44,152 per year, effective August 28, 2023. *pending licensure*

Jessie Pechia– Rossman Special Education Educational Assistant, at the rate of \$16.30 per hour, effective August 28, 2023.

Kayleigh Trnka– Lincoln ECSE Paraprofessional, at the rate of \$15.60 per hour, working up to 8 hours per week, effective August 21, 2023.

4) Amended Assignment:

Brady Baxter– Tech Interventionist is amending his assignment from District Wide Tech Interventionist to ALC Social Studies Teacher, effective 2023 school year.

Cynthia Johnson– Substitute Food Service Worker is amending her assignment from Substitute Food Service Worker at \$16.40 per hour to Program Assistant at \$19.55 per hour working 8 hours per day 172 days per year, effective July 1, 2023.

Nicole Tredwell– Education Assistant is amending her assignment from 29.75 hours per week to 20 hours per week, effective for the 2023-2024 school year.

Abigail Voz– Rossman Special Education Paraprofessional is amending her assignment from Long Term Substitute to 1.0 FTE 37.5 hours per week, effective August 28, 2023.

5) Leave of Absence:

6) Terminations:



Detroit Lakes Regional Chamber of Commerce
 P.O. Box 348
 Detroit Lakes, MN 56502-0348
 218-847-9202

— INVOICE —

Lori Nustad
 Detroit Lakes Public Schools, ISD #22
 702 Lake Avenue
 P. O. Box 766
 Detroit Lakes, MN 56502-0766

Date: 07/01/2023
 Account #: 3158
 Invoice #: 66687
 Amount Due: \$633.00

Amount Remitted: _____

DETROIT LAKES REGIONAL CHAMBER OF COMMERCE

Membership Investment 07/01/2023 - 06/30/2024

| | | |
|--------|----------|--------------------|
| | 633.00 | |
| Total: | \$633.00 | <i>[Signature]</i> |

01 002 010 000 000 820

Payment of membership dues is deductible for most chamber members as an ordinary and necessary business expense. Contributions or gifts to the chamber are not deductible as charitable contributions for Federal income tax purposes. \$15 of your membership dues is for The Chamber newsletter.

Please return top portion with payment to: P.O. Box 348, Detroit Lakes, MN 56502

DATE: July 15, 2023
TO: Mark Jenson, Superintendent and Board of Education
FROM: Jason Kuehn, Director of Finance and Operations
SUBJECT: **Bank Account Closures**

In an effort to continue to streamline our banking operations and reconciliation process, I am recommending that we close the following accounts held at Mid-Minnesota Federal Credit Union (MMFCU) and Bremer Bank:

- **MMFCU Business Primary Share Savings Account ending in 1633**
- **MMFCU Business Regular Checking Account ending in 1642**
- **Bremer Community Interest Account ending in 3004**
- **Bremer Community Interest Account ending in 3112**
- **Bremer Community Interest Account ending in 2064**

Funds from these accounts will be transferred to one of our primary banking accounts.

Administration recommends approval.

MEMO

From the Desk of

*COLIN GEDROSE
Supervisor of Operations/
Transportation Director
Detroit Lakes Public Schools*

To: Mark Jenson, Superintendent
Board of Education

Date: July 13, 2023

Re: Award of Maintenance Quotes

As we have done in the past, quotations were sought from area contractors to provide for Electrical Work, Painting, General Contracting Work, Elevator Maintenance, Mechanical Plumbing and Heating, Mechanical Refrigeration, and Fire Alarm Inspection work for the period of July 1, 2023 – June 30, 2025. Based on the quotations we received (see attachments) I am recommending the following:

| | |
|----------------------------------|--------------------------------|
| Electrical: | Marks Electric |
| General Contracting: | Dave B Knopf Construction |
| Painting: | Morris Paint & Decorating |
| Elevator Maintenance: | Otis Elevator |
| Mechanical Plumbing and Heating: | Greens Plumbing Modern Heating |
| Fire Alarm Inspection: | Summit Fire Protection |

The Board's approval of these contractors is requested for 2023-2025.

CC: Jason Kuehn, Business Manager

Detroit Lakes Public Schools

P.O. BOX 766
702 LAKE AVENUE
DETROIT LAKES, MINNESOTA 56502-0766
PHONE 218-847-9271
FAX 218-847-9273

QUOTATION FOR ELECTRICAL WORK

From: Colin Gedrose - Supervisor of Operations/Transportation
Cgedrose@detlakes.k12.mn.us

Quotation Deadline: 4 p.m. Friday, June 23, 2023

Services Provided: July 1, 2023 – June 30, 2025

To furnish labor and materials for maintenance and improvement projects as required by the School District. As a matter of School Board policy, any project whose cost is estimated to be \$1000 or more, labor and materials, will be quoted whenever feasible (emergency repair and projects estimated to be less than \$1000 are excluded).

Bidder certifies that he/she: will carry sufficient liability insurance to indemnify the firm; that all workers will be covered by the contractor's workers' compensation plan; and, as a condition of this project, will provide the District with a copy of those certificates of insurance before commencing any work. Failure to do so may be sufficient cause for review of quote.

All work requested by the District shall be performed within a reasonable amount of time, with two exceptions:

1. Emergency work, as defined by the School District, shall be done the same day.
2. Work projects which, by their nature, can be postponed due to the owner's flexibility, school calendar, or necessitated by the contractor's lead time to obtain materials.

The quoted hourly rates are as follows:

Electrician - rate per hour

\$ 70⁰⁰

Apprentice - rate per hour

\$ 51⁰⁰

Description of discount on materials

(such as percentage discount from retail, dollar cost plus a specified percentage, etc.)

cost + 15%

It is understood that throughout the school year (when school is in session), the contractor may typically be required to work before or after regular school hours in order to minimize disruption to students and staff.

An invoice shall be completed monthly, due on the 25th of each month, describing the electrical maintenance projects for which reimbursement is demanded, which shall thoroughly describe by project within each building the nature of the work. Payment shall be made, subject to School Board approval, within thirty (30) days of receipt of invoice.

Marks Electric
Name of Firm

218-847-9705
Telephone No.

[Signature]
Authorized Signature

6-22-23
Date

Detroit Lakes Public Schools

P.O. BOX 766
702 LAKE AVENUE
DETROIT LAKES, MINNESOTA 56502-0766
PHONE 218-847-9271
FAX 218-847-9273

QUOTATION FOR GENERAL CONTRACTING WORK

From: Colin Gedrose - Supervisor of Operations/Transportation
Cgedrose@detlakes.k12.mn.us

Quotation Deadline: 4 p.m. Friday, June 23, 2023

Services Provided: July 1, 2023 – June 30, 2025

To furnish labor and materials for repair and improvement projects as required by the School District. As a matter of School Board policy, any project whose cost is estimated to be \$1000 or more, labor and materials, will be quoted whenever feasible (emergency repair and projects estimated to be less than \$1000 are excluded).

Bidder certifies that he/she: will carry sufficient liability insurance to indemnify the firm; that all workers will be covered by the contractor's workers' compensation plan; and, as a condition of this project, will provide the District with a copy of those certificates of insurance before commencing any work. Failure to do so may be sufficient cause for review of quote.

All work requested by the District shall be performed within a reasonable length of time, with two exceptions:

1. Emergency work, as defined by the School District, shall be done the same day.
2. Work projects which, by their nature, can be postponed due to the owner's flexibility, school calendar, or necessitated by the contractor's lead time to obtain materials

Carpenter - rate per hour

\$ 47.00⁰⁰/₁₀₀ Per Hour

Carpenter's Assistant - rate per hour

\$ 42.00⁰⁰/₁₀₀ Per Hour

Description of discount on materials
(such as percentage discount from retail, dollar cost plus a specified percentage, etc.)

Try to buy most of the materials with
School work orders

Projects may include installing whiteboards, TV mounts, shelving, cabinets and miscellaneous repair work. It is understood that throughout the school year (when school is in session), the contractor may typically be required to work before or after regular school hours in order to minimize disruption to students and staff.

An invoice shall be completed monthly, due on the 25th of each month, describing the general contract maintenance projects for which reimbursement is demanded, which shall thoroughly describe by project within each building the nature of the work. Payment shall be made, subject to School Board approval, within thirty (30) days of receipt of invoice.

To assure availability and provide a greater variety of resources, primary and alternate vendors may be approved.

David B. Knopf Construction LLC (218)-841-9215
Name of Firm Telephone No.

David B. Knopf June 22, 2023
Authorized Signature Date

Detroit Lakes Public Schools

P.O. BOX 766
702 LAKE AVENUE
DETROIT LAKES, MINNESOTA 56502-0766
PHONE 218-847-9271
FAX 218-847-9273

QUOTATION FOR PAINTING

From: Colin Gedrose - Supervisor of Operations/Transportation
Cgedrose@detlakes.k12.mn.us

Quotation Deadline: 4 p.m. Friday, June 23, 2023

Services Provided: July 1, 2023 – June 30, 2025

To furnish labor and materials for maintenance and improvement projects as required by the School District. As a matter of School Board policy, any project whose cost is estimated to be \$1000 or more, labor and materials, will be quoted whenever feasible (emergency repair and projects estimated to be less than \$1000 are excluded).

Bidder certifies that he/she: will carry sufficient liability insurance to indemnify the firm; that all workers will be covered by the contractor's workers' compensation plan; and, as a condition of this project, will provide the District with a copy of those certificates of insurance before commencing any work. Failure to do so may be sufficient cause for review of quote.

The quoted hourly rates are as follows:

Painter - rate per hour

~~65.00~~ 65.⁰⁰

Painter's Assistant - rate per hour

37.50

Description of discount on materials

(such as percentage discount from retail, dollar cost plus a specified percentage, etc.)

Materials at our cost

REFERENCES (commercial and/or school district):

Name Randy Iwerks Const
Address 12999 NELS ERICKSON LN PR 56572
Phone 701-261-2695
Contact Person Randy Iwerks

Name John Reeding const.
Address DETROIT LAKES MN.
Phone 218-770-6117
Contact Person John

Morris paint & Decorating INC. Telephone No. 218-847-7432
Name of Firm

Steve Morris Date 6-7-23
Authorized Signature

Detroit Lakes Public Schools

P.O. BOX 766
702 LAKE AVENUE
DETROIT LAKES, MINNESOTA 56502-0766
PHONE 218-847-9271
FAX 218-847-9273

QUOTATION FOR ELEVATOR MAINTENANCE

From: Colin Gedrose - Supervisor of Operations/Transportation
Cgedrose@detlakes.k12.mn.us

Quotation Deadline: 4 p.m. Friday, June 23, 2023

Services Provided: July 1, 2023 – June 30, 2025

Quotation shall include cost of labor to cover monthly inspections, annual "no load test" and repair of the school district's five elevators. They are located at RSVT (1), Middle (1), and High School (3). As a matter of School Board policy, any project whose cost is estimated to be \$1000 or more, labor and materials, will be quoted whenever feasible (emergency repair and projects estimated to be less than \$1000 are excluded).

Bidder certifies that he/she: will carry sufficient liability insurance to indemnify the firm; that all workers will be covered by the contractor's workers' compensation plan; and, as a condition of this project, will provide the District with a copy of those certificates of insurance before commencing any work. Failure to do so may be sufficient cause for review of quote.

All work requested by the District shall be performed within a reasonable amount of time, with two exceptions:

1. Emergency work, as defined by the School District, shall be done the same day.
2. Work projects which, by their nature, can be postponed due to the owner's flexibility, school calendar, or necessitated by the contractor's lead time to obtain materials.

Repair rate per hour \$ \$225/hour & \$450/team hour per hour
Routine ^{Quarterly} ~~monthly~~ Inspections \$ \$75/per month per elevator per school
Annual "No Load Test" \$ Included in Monthly rate per elevator per school
Trip Charge \$ NA per Mile Hour Other _____

It is understood that throughout the school year (when school is in session), the contractor may typically be required to work before or after regular school hours in order to minimize disruption to students and staff.

An invoice shall be completed monthly, due on the 25th of each month, describing the work for which reimbursement is demanded, and itemize by project within each building the nature of the work. Payment shall be made, subject to School Board approval, within thirty (30) days of receipt of invoice.

Otis Elevator
Name of Firm

701-232-3384
Telephone No.

Signature

6-12-23
Date

Detroit Lakes Public Schools

P.O. BOX 766
702 LAKE AVENUE
DETROIT LAKES, MINNESOTA 56502-0766
PHONE 218-847-9271
FAX 218-847-9273

QUOTATION FOR MECHANICAL (PLUMBING & HEATING) WORK

From: Colin Gedrose - Supervisor of Operations/Transportation
Cgedrose@detlakes.k12.mn.us

Quotation Deadline: 4 p.m. Friday, June 23, 2023

Services Provided: July 1, 2023 – June 30, 2025

To furnish labor and materials for maintenance and improvement projects as required by the School District. As a matter of School Board policy, any project whose cost is estimated to be \$1000 or more, labor and materials, will be quoted whenever feasible (emergency repair and projects estimated to be less than \$1000 are excluded).

Bidder certifies that he/she: will carry sufficient liability insurance to indemnify the firm; that all workers will be covered by the contractor's workers' compensation plan; and, as a condition of this project, will provide the District with a copy of those certificates of insurance before commencing any work. Failure to do so may be sufficient cause for review of quote.

All work requested by the District shall be performed within a reasonable amount of time, with two exceptions:

1. Emergency work, as defined by the School District, shall be done the same day.
2. Work projects which, by their nature, can be postponed due to the owner's flexibility, school calendar, or necessitated by the contractor's lead time to obtain materials.

The quoted hourly rates are as follows:

Master Plumber – rate per hour

\$65.⁰⁰

Lead Plumber – rate per hour

\$50.⁰⁰

Apprentice – rate per hour

\$45.⁰⁰

Description of discount on materials

10%

(such as percentage discount from retail, dollar cost plus a specified percentage, etc.)

It is understood that throughout the school year (when school is in session), the contractor may typically be required to work before or after regular school hours in order to minimize disruption to students and staff.

An invoice shall be completed monthly, due on the 25th of each month, describing the electrical maintenance projects for which reimbursement is demanded, which shall thoroughly describe by project within each building the nature of the work. Payment shall be made, subject to School Board approval, within thirty (30) days of receipt of invoice.

Greens Plumbing Modern Heating 218-847-7542
Name of Firm Telephone No.


Authorized Signature

6/14/2023
Date

Detroit Lakes Public Schools

P.O. BOX 766
702 LAKE AVENUE
DETROIT LAKES, MINNESOTA 58502-0766
PHONE 218-847-9271
FAX 218-847-9273

QUOTATION FOR MECHANICAL (REFRIGERATION) WORK

From: Colin Gedrose - Supervisor of Operations/Transportation
Cgedrose@detlakes.k12.mn.us

Quotation Deadline: 4 p.m. Friday, June 23, 2023

Services Provided: July 1, 2023 – June 30, 2025

To furnish labor and materials for maintenance and improvement projects as required by the School District. As a matter of School Board policy, any project whose cost is estimated to be \$1000 or more, labor and materials, will be quoted whenever feasible (emergency repair and projects estimated to be less than \$1000 are excluded).

Bidder certifies that he/she: will carry sufficient liability insurance to indemnify the firm; that all workers will be covered by the contractor's workers' compensation plan; and, as a condition of this project, will provide the District with a copy of those certificates of insurance before commencing any work. Failure to do so may be sufficient cause for review of quote.

All work requested by the District shall be performed within a reasonable amount of time, with two exceptions:

1. Emergency work, as defined by the School District, shall be done the same day.
2. Work projects which, by their nature, can be postponed due to the owner's flexibility, school calendar, or necessitated by the contractor's lead time to obtain materials.

Certified Service Person – rate per hour

100.00

Apprentice – rate per hour

80.00

Description of discount on materials

10%/0

(such as percentage discount from retail, dollar cost plus a specified percentage, etc.)

It is understood that throughout the school year (when school is in session), the contractor may typically be required to work before or after regular school hours in order to minimize disruption to students and staff.

An invoice shall be completed monthly, due on the 25th of each month, describing the electrical maintenance projects for which reimbursement is demanded, which shall thoroughly describe by project within each building the nature of the work. Payment shall be made, subject to School Board approval, within thirty (30) days of receipt of invoice.

Turretton Refrigeration Inc

Name of Firm

218-847-7537

Telephone No.



Authorized Signature

6/12/2023

Date

INSPECTION SERVICE AGREEMENT



Branch Office
 3511 Main Ave
 Fargo, ND 58103
 701.280.2144

Corporate Office
 575 Minnehaha Avenue W.
 St. Paul, MN 55103
 (651) 251-1880

Date: **7/1/2023**

Summit Fire Protection Co. ("Summit Fire Protection") is presenting an **Inspection Service Agreement** ("Agreement"), in accordance with the State Fire code including the items indicated below.

| CLIENT | |
|-------------------|---|
| Name: | Detroit Lakes Schools ISD #22 |
| Address: | PO Box 766 |
| | Detroit Lakes, MN 56501-3026 |
| Contact: | Coling Gedrose |
| Phone: | 218.847.9271 Cell: |
| E-mail: | cgedrose@detlakes.k12.mn.us |
| A/R Email: | accountspayable@detlakes.k12.mn.us |

| INSPECTION LOCATION | |
|---------------------|----------------------------------|
| Name: | Detroit Lakes High School |
| Address: | 1301 Roosevelt Ave |
| | Detroit Lakes, MN 56501 |
| Contact: | Coling Gedrose |
| Phone: | Cell: |
| Contact: | |
| Phone: | Cell: |

INSPECTIONS & TESTING

| DESCRIPTION | QTY | FREQUENCY | MONTH | VALUE |
|----------------------|-----|-----------|--------|-------|
| Fire Alarm System(s) | 1 | Annual | August | \$509 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| EXCLUSIONS: |
|---|
| Tax, Truck charges, Extinguisher & Anslu 6/12 year test, miscellaneous parts. Additional charges may apply if panel code(s) are not available or not reprogrammed to the factory default. |
| Inspection Compliance Engine Fees (if applicable). |

| SUMMARY: |
|----------|
| |

| | |
|-----------------------|------------------------|
| Initial Term: | 2 Years |
| From: 7/1/2023 | Thru: 6/29/2025 |
| Presented By: | |

| | |
|---|--------------|
| Quantities noted on this agreement may vary based on actual inspection. Additional unit pricing would apply. | |
| Total Annual Investment: | \$509 |

| |
|---|
| Jeff Steichen jsteichen@summitfire.com Fire Life Safety Sales Representative 3511 Main Ave Fargo, ND 58103 Summit Fire Protection Co. Cell Phone: 701.367.3118 Office Phone: 701.280.2144 Fax: |
| Signature: <i>Jeff Steichen</i> |
| Date: 7/1/2023 |

ACCEPTANCE: This Agreement is limited to INSPECTION SERVICE ONLY performed in accordance with the State Fire code as indicated by items checked above. Any additional maintenance, repairs or alterations will be made only upon receipt of such orders by an authorized person, at Summit Fire Protection's prevailing rates. Payment is due 30 days from date of billing or payment at time of service. Service is contingent on completion of credit application or credit card information being submitted to Accounts Receivable Department.

GENERAL CONDITIONS: The General Conditions attached to this Agreement are incorporated herein and made a part of this Agreement. Upon acceptance of this Agreement by Client, the General Conditions will automatically be part of this Agreement between Summit Fire Protection and Client.

The above prices, specifications and conditions, and the attached General Conditions, are hereby accepted. Summit Fire Protection is authorized to perform the work as specified. Client acknowledges that he/she has read and understands this Agreement.

MH_____

See General Conditions on Page 2

Contract Acceptance:

| |
|------------------------------|
| Client: |
| Signature: _____ Date: _____ |

Rise Above Consulting, LLC

Occupational Therapy Services

Purchase of Service Agreement

Occupational Therapy Services

2023-24 SY

Consultant:

Rise Above Consulting, LLC
Amy Zamzo
21816 Floyd Lake Drive
Detroit Lakes, MN 56501
Phone: 218-298-0359

Client:

Detroit Lakes Public Schools
Special Education Department
702 Lake Avenue
Detroit Lakes, MN
Phone: 218-983-4180

This agreement was made and entered into this 29th day of May, 2023, by and between Detroit Lakes Public Schools, Special Education Department and Rise Above Consulting, LLC., Amy Zamzo, M.A., OTR/L. Detroit Lakes Public Schools, Special Education Department has identified a need for Occupational Therapy Consultative/Coaching Services in the area of Structured Teaching and has determined it is to Detroit Lakes Public School's interest, the community's benefit, and the enhancement of student and teacher education to provide this service.

1. Terms of Agreement

- 1.1. The term of this agreement is for the period of time August 15th, 2023 through June 15th, 2024 for the purchase and provision of Occupational Therapy Consultative/Coaching Service, as requested by the Detroit Lakes Director of Special Education in the following categories: consultation, training certified and/or non certified staff as needed for delivery of services for best practice programming for students with special needs.
- 1.2. The performance of consultative services shall be completed in such a manner as to comply with applicable license and credentialing regulations.
- 1.3. Rise Above Consulting, LLC. shall provide annually a valid certificate of insurance evidencing that it has malpractice and professional liability insurance coverage for its services.

2. Compensation.

- 2.1 Pay. Client shall pay Consultant \$100.00 per hour for the consultative/coaching services provided during the 2023-24 school year due 14 days after receiving Consultant's invoice.
- 2.2 Mileage. Client shall pay round-trip mileage for Consultant's commute to and from Client's campus per day worked on-site according to the then current federal rate.

2.3 The term of this Agreement shall commence on August 15th, 2023.

2.4 If Consultant becomes unable to perform services pursuant to this Agreement by reason of illness, incapacity or death, the client will not be responsible to pay for any services not provided. In this event, the consultant will not be held liable for any services they are unable to provide.

3. Day/Hours of services.

3.1 Days. 4 days per school year (August 15th, 2023 – June 15th, 2024). Days and/or hours can be added to this contract per Director’s request and upon availability of consultant..

3.2 Hours for typical work day. (8 hours per day)

On-site - Consultant will provide 1 day of training and 3 follow-up coaching days determined by Client and based on the Consultants availability. Coaching will include on-site training in the special education classrooms with the special education teacher(s) and staff(s) in collaboration with the District’s Occupational Therapists and Occupational Therapy Assistants.

4. Confidentiality.

4.1 Confidential Information. "CONFIDENTIAL INFORMATION" as used in this Agreement shall mean any and all technical and nontechnical information including but not limited to patent, copyright, trade secret, proprietary information, computer files, and client information related to the past, current, future, and proposed services of Client and includes, without limitation, Client property, and Client's information concerning customers, research, financial information, purchasing, business forecasts, sales and merchandising, and marketing plans and information. However, Confidential Information shall not include anything (i) which at the time of its disclosure is or thereafter becomes generally known to the public or (ii) that is independently developed by Consultant without the use of any Confidential Information disclosed by Client.

4.2 Nondisclosure and Nonuse Obligations. Consultant agrees to protect the confidentiality of all Confidential Information and, except as permitted in this section, Consultant shall neither use nor disclose the Confidential Information. Consultant may use the Confidential Information solely to perform consulting services under this Agreement for the benefit of Client. Disclosure of confidential information outside the scope of this contract can result in immediate termination of this employment contract.

INTENDING TO BE LEGALLY BOUND, the parties hereto have caused this Agreement to be executed as of the latest date signed below.

Consultant: Rise Above Consulting, LLC

By: Amy Zamzo
Occupational Therapist

Amy Zamzo
Date: 5/31/2023

Client: Detroit Lakes Public Schools
By: Karen Nudell, Director of Special Education

Karen Nudell
Date: 5/30/23

By:
Board Chair

Date: _____

| | |
|---|--|
| Date Adopted: 04/16/84 | File Number: Detroit Lakes Policy - 506 |
| Date Revised: 01/12/98; 08/08/05; 05/15/06; 5/20/19; 10/21/19; 12/21/20, 4/25/22, 09/26/22, <u>08/28/23</u> | |

506 - K-12 DISCIPLINE AND VIOLENCE PREVENTION POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

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

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

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative

educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

VIII. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to ~~correct-or~~ restrain a student ~~to-or~~ prevent imminent bodily harm or death to the student or another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to ~~correct-or~~ restrain a student ~~to-or~~ prevent imminent bodily harm or death to the student or another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary

under the circumstances to restrain a student ~~to~~ prevent bodily harm or death to the student or another.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VIIV. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies and

procedures;

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

VIII. CODE OF STUDENT CONDUCT

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

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

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

the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

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

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

XVII. DISCIPLINARY ACTION OPTIONS

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

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

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

XVIII. REMOVAL OF STUDENTS FROM CLASS

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

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

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

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

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

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

[Note: The following Sections C. – JL. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences. School districts may consider developing and inserting procedures identified in Sections K-N]

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

1. When circumstances permit, students shall be removed from class upon agreement of the appropriate teacher and principal after an informal conference with the pupil;
2. The removal from class may be imposed without an informal conference where it appears that the student will create an immediate substantial danger to himself/herself or to persons or property. If a student is removed from class due to immediate and substantial danger to himself/herself and an escort is needed the teacher will notify the office immediately;
3. The length of time of the removal from class shall be at the discretion of the principal after consultation with the teacher, subject to the provisions of Minn. Stat. 127.41, Subd. 3(e) and the Pupil Fair Dismissal Act.
4. A written disciplinary report shall be submitted by the teacher or district employee within 24 hours of the removal of any student from his/her class.

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

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

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

The student must report directly to the office and at that time the building administrator or his/her designee will determine the appropriate consequences. The building administrator or his/her designee will have responsibility for and custody of the student once removed from the classroom and has reported to the office.

FE. Procedures for Return of a Student to a Class from Which the Student Was Removed.

The building administrator will determine the appropriate classroom re-entry plan.

GF. Procedures for Notification.

Parents are to be notified whenever a child is referred to the office for disciplinary reasons. Notification may be in written or verbal form. Administrators will determine who will notify the parents and if follow up conferences are necessary.

H.G. Students with Disabilities; Special Provisions.

All Special Education rules and regulations are to be followed in cases where students have IEP's.

I.H. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises. According to Policy 417 – Chemical Use/Abuse: Section IV:C

1. Every school shall have a chemical abuse pre-assessment team designated by the superintendent or designee. The team will be composed of classroom teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others. (In many cases, this will be the buildings Student Assistance Team)
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within 45 days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

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

The building administrator will determine the appropriate interventions tied to a violation of the Code of Student Conduct.

K.J. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

The building administrator will assist in determining appropriate procedures for encouraging early involvement of parents/guardians in attempts to improve student's behavior which may include, but is not limited to referral to the buildings Student Assistant Team.

L.K. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

The building administrator will assist in determining appropriate procedures for encouraging early detection of behavioral problems which may include, but is not limited to referral to the buildings Student Assistance Team.

L. Reasonable Force Standard

A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. (Minn. Stat. 121A.582 Student Discipline; Reasonable Force)

A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another. (Minn. Stat. 121A.582 Student Discipline; Reasonable Force)

M. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services; and

N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031.

IXII. DISMISSAL

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

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

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

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus,

voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

DC. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during the dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

32. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

43. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one

school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

54. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than 10 (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

65. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days.~~The school administration shall implement alternative educational services when the suspension exceeds five (5) days.~~ Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statute section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statute section 120B.02, although in a different setting.

76. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.

97. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statute sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

108. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

119. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

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

ED. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statute sections 121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school

district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statute sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices~~alternative educational services~~ accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district ~~must~~shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on the website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or

educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statute section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XVII. STUDENT DISCIPLINE RECORDS

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

XVIII. STUDENTS WITH DISABILITIES

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

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

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

XIIIV. OPEN ENROLLED STUDENTS

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

withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

1. _____ provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. _____ provide an opportunity for involved parties to submit additional information related to the complaint;
3. _____ provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. _____ provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. _____ if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. _____ prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIXV. DISTRIBUTION OF POLICY

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

XXVI. REVIEW OF POLICY

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

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

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Non-school Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

(Sample Form)

NOTICE OF SUSPENSION

(Date)

To parent /guardian of

Reason for suspension:

Response:

Duration of suspension (# of days)

Beginning Date of Suspension:

Earliest date student may return to school –

Readmit conference -

Retaliation Warning: *You are directed not to retaliate against any persons connected with complaint made against you or the investigation of the complaint. Any type of retaliation or reprisals by you or at your direction or suggestion against the complainant(s), witnesses, or school employees participating in the investigation, including any form of harassment, intimidation or coercion, shall be considered misconduct and will result in additional disciplinary action.*

When students are suspended from school, they are removed from all school settings including extracurricular activities and any other after school activities (ie concerts, dances, sporting events, etc.). During the entire period of the suspension, which may include weekends and holidays, the suspended student is not permitted on any school property within the district unless accompanied by a parent /guardian or with administrative approval. Violation of the conditions of this suspension may result in the student being charged with trespassing and will result in additional school disciplinary action as determined by the school administrator.

Signature of Administrator

Attachment: Pupil Fair Dismissal Act

Enc: Minn. Stat. §§ 121A.40-121A.56

| | |
|------------------------|--|
| Date Adopted: 08/28/23 | File Number: Detroit Lakes Policy - 516.5 |
| Date Revised: | |

516.5 OVERDOSE MEDICATION

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

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)[i], and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

A. “Drug-related overdose” means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and

that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.

B. “Naloxone Coordinator” is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district’s Naloxone Coordinator is [insert title of staff person appointed as coordinator].

C. “Opiate” means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.

D. “Opiate Antagonist” means naloxone hydrochloride (“Naloxone”) or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.

E. “Standing Order” means directions from the school district’s medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:

1. Administration type
2. Dosage
3. Date of issuance
4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.

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

B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.

C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.

D. **District Collaborative Planning and Implementation Team**

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team (“District Planning Team”) who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.

2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.

3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:

a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;

b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;

c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and

ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and

d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.

4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.

2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. NALOXONE STORAGE

A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

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

to administer it and that the medication can be safely and legally stored and transported.]

B. The selected storage locations of Naloxone will be classified as non-public “security information” as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.

C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of Naloxone

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

| | |
|------------------------|----------------------------|
| Date Adopted: 08/28/23 | File Number: |
| Date Revised: | Detroit Lakes Policy - 624 |

624 ONLINE INSTRUCTION

[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling

current academic standards and benchmarks.

E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.

G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.

C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other

students in the enrolling district.

D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:

1. use an application form specified by MDE;
2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.

E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.

F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.

B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic

standards in the course it would replace at the enrolling district.

C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.

E. An enrolling district must appoint an online learning liaison who:

1. provides information to students and families about supplemental online courses;
2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.

F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.

G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.

I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

LEGAL REFERENCES: Minn. Stat. § 120A.21
(Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in
Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional
Licensing)

CROSS REFERENCES: MSBA/MASA Model Policy
613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

| | |
|--|--|
| Date Adopted: 2/11/91 | Detroit Lakes Public Schools Policy # 709 |
| Date Revised: 08/13/01; 05/13/02; 12/8/03; 9/11/06; 3/12/07; 5/12/08; 10/13/08, 10/04/17, 09/26/22, <u>08/28/23</u> | |

709 - STUDENT TRANSPORTATION SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

Administrative procedures of the transportation system have been adopted by the School Board. The bus drivers and contractors shall be responsible to the Superintendent, who may delegate to the Transportation Director authority in the area of transportation.

Riding a school bus is a privilege, not a right. The transportation routing system provided by Detroit Lakes Public Schools is designed as a mass transit system with common collection points and is not intended to be a cab service. A student’s eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the School District’s discipline policy. Revocation of a student’s bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provision. (MN Stat § 121A.59)

II. RIDER ELIGIBILITY QUALIFICATIONS

The Detroit Lakes School District will provide transportation services insofar as possible to students eligible for transportation under provisions of state rules and regulations and as described in this policy concerning school district transportation. The bus contractor will have the responsibility to develop and assign bus routes in the safest and most efficient manner possible, taking into consideration bus route lengths, time of pick up, and all the related considerations for the efficient management of district transportation services. The Transportation Director shall have the responsibility to review and adjust, if necessary, any or all provisions of transportation services provided by the district and by a private contractor for the district.

A. Regular Transportation

Upon the request of a parent or guardian, the School District shall provide transportation to and from school, at the expense of the School District, for all resident students who reside one mile or more from the school or are classified in a hazardous transportation category, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. (MN Stat § 123B.88, Subd.1).

B. Special Education Transportation

Resident disabled students whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the School District. The School District shall determine the type of vehicle used to transport disabled students on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the School District. (MN Rules Part 7470.1600).

C. Open Enrollment Transportation

The district may provide transportation to open enrolled (non-resident) students who are attending Detroit Lakes Public Schools in the following manner:

□ 1. Generally speaking from the closest pick-up/drop-off point assigned by the Transportation Director within the geographical boundary of Detroit Lakes Schools.

2. The district will consider exceptions to the above policy by assigning pick-up/drop-off points in contiguous districts. The district will consider several factors to include safety, cost, increased riding time for resident students, practicality, and route efficiency. The Transportation Director will make the determination in these cases.

D. Homeless Student

Unless otherwise specifically provided by law, a homeless student is a resident of the School District if enrolled in the School District. (MN Stat. § 123B.92, Subd. 1(b)(1); MN Stat § 127A.47, Subd. 2). “Homeless student” means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of adequate alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. (42 U.S.C. § 11434a).

□ III. SCHEDULING AND ROUTING

Transportation services will be provided insofar as possible as follows:

○ A. On a city, county or township-owned road which is maintained by the city, county or township and is one-half mile long or more one way and comes out to a main traveled road.

B. There is a suitable and maintained place to turn around.

C. If vision is obscured at the point of turn-around, other arrangements will be necessary and will be at the discretion of the transportation contractor and the Transportation Director.

D. All turn-arounds must be plowed out wide enough to accommodate sufficient space for the safe turn-around of a bus.

E. Transportation routes will be established to arrange the time and order of pick-up to minimize, to the degree possible, the amount of time a student is to ride on a school bus to and from school.

F. Insofar as possible, students will be transported towards the school of attendance without hauling students greater distances out into the country than necessary.

G. Families may designate a pickup location that is different from their dropoff location. Multiple pickup or dropoff locations will not be allowed except if approved by the Transportation Director. All pickup and dropoff locations must be in the same attendance area as the school of record

H. All bus routes will be controlled directly by the Transportation Director and all questions by School Board members, parents, bus drivers, and bus owners shall be first referred to the Transportation Director for his review, consideration and recommendation.

I. Buses will not be operated on private roads or driveways unless, in the judgment of the bus contractors and the Transportation Director, a greater safety hazard exists in backing or turning around the bus in a hazardous area on a township or county-owned road.

J. In general, the Detroit Lakes Public Schools will offer transportation to all students assigned to a building of record providing the student's record of residence is a minimum of one mile or more from the assigned school of attendance.

IV. HAZARDOUS QUALIFICATIONS

Students residing more than one half mile from their residence to the nearest edge of school property within the city boundaries of Detroit Lakes or who are classified as a Hazardous Transportation Category will be provided daily transportation to and from school. Hazardous Transportation Categories are as follows: students whose residence in relation to their building of attendance requires the crossing of U.S. Highway 10, Minnesota Highway 34, Washington Avenue, Corbett Road, 11th Avenue from 8th Street to MN Hwy 34, Roosevelt Avenue from U.S. Hwy 10 to MN Hwy 34, or the Burlington Northern and Canadian Pacific railroad tracks. A map depicting such areas is available for inspection at the Administration Center.

Unique or temporary locations within the city limits will be determined by the Transportation Director.

V. SEAT BELTS

The typical school bus used by Detroit Lakes Schools utilizes the concept of "compartmentalization" whereby the backs of each seat are fully padded to reduce the risk of injury in the event of an accident. In addition, accident (crash) testing conducted by the National Traffic Safety Board has warned that the use of seat belts may result in a greater hazard to occupants than without seat belts. As a result, seat belts will not be used in school buses except when transporting students requiring special education services. Special education van/buses will be equipped with seat belts, and students will be belted because the buses used are smaller, lighter, and seat belts assist the students by keeping the students in their seats facing forward.

VI. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:

- a. transportation by school bus is a privilege, not a right;
- b. school district policies for student conduct and school bus safety;
- c. appropriate conduct while on the bus;
- d. the danger zones surrounding a school bus;
- e. procedures for safely boarding and leaving a school bus;
- f. procedures for safe vehicle lane crossing; and
- g. school bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes 169.446, Subdivision 2.

5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The school district may provide kindergarten students with school bus safety training before the first day of school.

~~8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.~~

9.8. The school district shall adopt and make available for public review a curriculum for transportation safety education.

9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training

C. Active Transportation Safety Training

o 1. Training required

o

a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

o

o 2. Deadlines.

o

a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.

b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.

c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.

d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

10.

VII. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules.

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs, and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road, or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i. No fighting, harassment, intimidation, or horseplay.

j. No use of alcohol, tobacco or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs and belongings to yourself.
- f. No fighting, harassment, intimidation or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco or drugs.
- i. Do not bring any weapon or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student’s ability to ride the bus in connection with ~~co curriculare~~ ~~occurricular~~ and extracurricular events (for example field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-5)

- 1st Offense -warning
 - 2nd Offense -3 school-day suspension from riding the bus
 - 3rd Offense -5 school-day suspension from riding the bus
 - 4th Offense -10 school-day suspension from riding the bus/meeting with parent
- Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (6-12)

- 1st Offense -warning
- 2nd Offense -5 school-day suspension from riding the bus
- 3rd Offense -10 school-day suspension from riding the bus
- 4th Offense -20 school-day suspension from riding the bus/meeting with parent
- 5th Offense -suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as ~~suspension or suspension~~ or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), appropriate school district personnel and local law enforcement officials will be informed.

VIII. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

IX. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota's driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Section VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
2. reckless driving;
3. improper or erratic traffic lane changes;
4. following the vehicle ahead too closely;
5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.

D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked or ~~cancelleaneel~~ed by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of a minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

XI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driving Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

[NOTE: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operating the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

XII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligible requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether handheld or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minnesota Statutes section. § 169.011, Subdivision. 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. ~~A type III vehicle cannot be older than 12 years old unless excepted by state and federal law. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 271.~~

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of Type III vehicles will be legally licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person ~~from operating~~ from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pretrip vehicle inspections;
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
 - (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes 122A.18, Subdivision. 8, or Minnesota Statutes 123B.03 for school district employees; Minnesota Statutes section 144.057 or Minnesota Statutes Chapter 245C for day care employees; or Minnesota Statutes section 171.321, Subdivision. 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, Subdivision. 2.
- e. The operator’s employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minnesota Statutes section 181.951, Subdivision.2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, Subdivision. 5.
- g. A person who sustains a conviction, as defined under Minnesota Statutes 609.02, of violating Minnesota Statutes section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31(alcohol-related school bus driver offenses), or whose driver’s license is revoked under

Minnesota Statutes sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes section 171.3215, Subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes Chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minnesota Statutes 123B.90, Subdivision 2 (See Section II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:

a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.

d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes Section 171.321, Subdivision 2.

e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes 171.02, Subdivision 2a(h) – 2a(j).

f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Preschool

Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.

g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.

3. A school bus operated under this section must bear a current certificate of inspection.

4. The word “School” on the front and rear of the bus must be covered by a sign that reads “Activities” when the bus is being operated under authority of this section.

XIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the student’s name and address;

2. the nature of the student’s disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the student’s physician, parents, guardians, or custodians, and some person other than the student’s parents or custodians who can be contacted in case of an emergency.

XIV. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

E. All school vehicles shall be maintained in safe operating conditions through a systematic preventative maintenance and inspection program adopted or approved by the school district.

F. All school vehicles shall be state inspected in accordance with legal requirements.

G. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

H. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

XV. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of non-public school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes section 171.321, Subdivision. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

VII. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References:

Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)

Minn. Stat. § 123B.03 (Background Check)

Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)

Minn. Stat. § 123B.88 (Independent School Districts; Transportation)

Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)

Minn. Stat. § 123B.90 (School Bus Safety Training)

[Minn. Stat. § 123B.935 \(Active Transportation Safety Training\)](#)

—————Minn. Stat. § 123B.91 (School District Safety Responsibilities)

Minn. Stat. § 144.057 (Background Studies on Licenses and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subd. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of violation by Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of a School Bus and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (~~Notification~~Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. §. 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References:

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Non-public Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Addendum A

Detroit Lakes Public Schools Type III Bus Driver
Training/License Verification Form

In Minnesota the school vans that are driven are considered Type III school buses. As a driver you are subject to certain Minnesota state laws and district policies. Drivers must annually receive training and validation of their license.

The driver shall never drive at a speed that is faster than the posted limit or unsafe due to existing road or weather conditions. Headlights are to be always used.

Drivers must report any disqualifying convictions to the Transportation Direction within 10 days of the occurrence.

Drivers may not have more than 3 moving violations within any 3 year period.

Drivers are not to use cell phones while the vehicle is in motion.

Student passengers must be supervised taking into consideration that they are not fully adult and their safety must be your first consideration. Patience and understanding must accompany your conduct dealing with students, especially those with disabilities.

Disorderly conduct of students is to be reported to the building Principal. It is their responsibility to determine disciplinary actions.

All occupants must be secured individually with seat belts or child restraints. The vehicle rating capacity shall never be exceeded. Drivers can never have more than 9 passengers.

Pre-trip inspections must be conducted and recorded on the form provided.

Safe loading and unloading procedures of students are summarized in the following:

1. Utilize a safe location at the curb, the nontraffic side of the road, or at safe locations off from the roadway such as driveways and parking areas.

2. Refrain from loading or unloading in a vehicle traffic lane, on the shoulder, in a designated turn lane or adjacent to a designated turn lane.

3. Avoid loading or unloading at locations that requires students to cross the roadway. If this is necessary students must be escorted across the road by the driver or an adult supervisor.

4. During loading and unloading the vehicle drive system must be in the “park” position.

All Type III vehicles contain the following safety equipment. Be sure to familiarize yourself with their location and become familiar with their proper use.

A fire extinguisher.

A first aid kit.

A body fluid clean-up kit.

A set of three warning triangles.

Seat belt cutting knife.

I have read the above and am in compliance with the information. Below is my driver’s license information:

Full Name as on License (PRINT): _____

License Number: _____ Issuing State: _____ Exp. Date: ____/____/____

Signature: _____ Date: ____/____/____

| | |
|---|--|
| Date Adopted: 04/10/00 | File Number: Detroit Lakes Policy 806 |
| Date Revised: 03/14/05; 1/11/2021, 09/26/22, <u>08/28/23</u> | |

806 - CRISIS MANAGEMENT POLICY

[NOTE: The Commissioner of the Minnesota Department of Education~~Minnesota Commissioner of Education~~ is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. ~~For purposes of this Policy, the term, “school districts,” shall include charter schools.~~ The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building specific~~buildingspecific~~ crisis management plan to meet that building's specific situation and needs

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These districtwide procedures may be modified by building administrators when creating their building specific~~buildingspecific~~ crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in development of the building specific~~buildingspecific~~ crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[NOTE: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]

a. LockDown Procedures. Lockdown procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespassing, disturbance, or when determined to be necessary by the building administrator or

designee. The building administrator or designee will announce the lockdown over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lockdown. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[Note: State law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes section 121A.035.]

b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[Note: State law requires a minimum of five school fire drills, consistent with Minnesota Statutes section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]

c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. CrisisSpecific Procedures. The Crisis Management Policy includes crisis__specific procedures for crisis situations that may occur during the school day or at school_sponsored events and functions. These districtwide procedures are designed to enable building administrators to tailor response procedures when creating building__specific crisis management plans.

[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific

procedures.]

3. School Emergency Response Teams

a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond in emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members Will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designee, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a daytoday basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to nonteaching school personnel who have direct contact with students. All staff should be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school

building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minnesota Statutes section 121A.035.

[Note: The State Fire Marshall advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans ~~on a CD-Rom~~ and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The

list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]

E. Warning and Notification System

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decision about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will

discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:

i. strong evidence from one or more well designed and well implemented experimental studies;

ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or

b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

b. the importance of taking threats seriously and seeking help; and

c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the

recommendations for multihazard planning for schools, including but not limited to:

a. student opportunities for leadership related to prevention and safety;

b. encouragement and support to students in establishing clubs and programs focused on safety; and

c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire

- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitor

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[Note: The Every Student Succeeds Act, 20 United States Code section 6301, et seq.; Title IX, 20 United States Code section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code section 7912, require school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)

Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)

Minn. Stat. § 121A.035 (Crisis Management Policy)

[Minn. Stat. § 121A.038 \(Students Safe at School\)](#)

Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)

Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)

Minn. Stat. § 326B.002, Subd. 6 (Powers)

Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)

Minn. Stat. § 609.605, Subd. 4 (Trespasses)

Minn. Rules Ch. 7511 (Fire Code)

20 U.S.C. § 1681, *et seq.* (Title IX)

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

20 U.S.C. § 7912 (Unsafe School Choice Option)

42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know Exposure to Hazardous Substances)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)

MSBA/MASA Model Policy 903 (Visitors to the School District Buildings and Sites)

Comprehensive School Safety Guide

[Minnesota School Safety Center - Resources \(mn.gov\)](#)

<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf>

Rossman Elementary Goals 2022-23 (EOY Report)

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 | <p>January 2023</p> <p>January 2023</p> | Site Leadership and PBIS Team |
| I2 | <ul style="list-style-type: none"> Develop Rossman PBIS celebration and engagement activities for students, staff, and families Resources: https://www.pbis.org/; PBIS Family Engagement; PBIS Staff Engagement | January 2023 | PBIS Team and Rossman Staff |
| D3 | <ul style="list-style-type: none"> Site Team and PBIS Team collaborate to develop implementation strategies for the new PBIS model and expectations | <p>August - plan for fall kick-off</p> <p>Monthly Meetings - plan systematic implementation</p> | Site Leadership and PBIS Teams |
| 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 | <p>Mid-Year: January 2023</p> <p>End-of-Year: May 2023</p> | Rossman staff, students, and parents |

End-of-Year Data/ Results:

- Staff Survey May 2023 - 83% positive feedback on PBIS rewards and celebrations; 95% positive feedback on PBIS teaching resources, materials, strategies, and support
- “Major” behavior referrals decreased by 15% from SY21-22

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 |
|--------------------|---|---|--------------------------------------|
| 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 |
| 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 |
| 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 |
| 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 |

End-of-Year Data/ Results:

- Mid-Year Family Survey indicated high-levels of satisfaction in communication strategies building-wide and at each grade level.
 - Survey Data:
 - Parents feel informed of skills & concepts taught in the classroom - **85% YES** (72%YES in 21-22)
 - Feedback on communication platform (Seesaw) - **98% IN FAVOR** (97% IN FAVOR in 21-22)
 - Satisfaction with communication frequency - **91% POSITIVE** (84% POSITIVE in 21-22)
- Family Connection Data:
 - 98% of students have a family member connected to Seesaw
 - 100% of families have an email account in Skyward to receive Skylert messages

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 - Initial understanding complete. |
| 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 - Initial understanding of Tiers 1, 2 and 3 complete. |
| 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> <u>March</u> <u>May</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 - Analysis for the 22-23 school year complete. Modifications, including academic performance and attendance support in process for the 22-23 school year. |

| 2022-23 High Performing School Area: Our building has high levels of community and parent engagement. | | | |
|--|--|--|---|
| 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) | SITE/Title One Teams and Families - Complete for 22-23 school year. |

| | | | |
|-----------|--|---|--|
| | | <ul style="list-style-type: none"> ● Parent/Teacher Conferences ● Attendance at Spring Parent/Teacher Conferences ● Science Fair ● Music Informances (x6) ● Spring 2022 Family Fun Night ● 5th Grade Graduation ● Classroom volunteers ● Field trip support | |
| 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 - Complete |
| 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 ● Grandfather teachings building-wide | Title 6 Staff, SAIL staff and Administration Complete |
| 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 - Complete |

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: | | <ul style="list-style-type: none"> ● Teacher → Teacher <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 - Second semester improved over semester I ● Learning Target Audit 42/45 Sem. II ● 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 | 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/Better SemII • Learning Target Audit was semester 1 at 44/45 classrooms. Sem II 42/45 | 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 | <ul style="list-style-type: none"> • Classroom visits • PLC notes reviewed biweekly | <ul style="list-style-type: none"> • Gradebook symmetry • Noticeable collective efficacy • Growth in ALL students | Site Council updates |

| 2022-23 Goal: <i>We have high standards and expectations for ALL students (2022-2023)</i> <i>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.</i> | | | | |
|--|--|---|--|---|
| 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 7,310 Laker Prides so far this year!</p> <p>(Last year we gave out 4,224 total!)</p> <p>We 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 was used since November of 2022.</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>Current focus: Development of an Early Warning System</p> |
| <p>Resources: Street Data book, Johns Hopkins Research</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 |
|--|--|--|--|--|
| R1: | <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 | | | | |

| | | | | |
|--|---|--|--|--|
| <p>I2</p> | <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. | <p>Meetings are on the calendar for the year</p> | <p>Peak Performance Meeting Example</p> | <p>We have shorter, frequent peak performance meetings that include some team building, some celebration, and some learning.</p> |
| <p>Resources: Student surveys, agendas from strategy teams to inform these meetings.</p> | | | | |
| <p>D3</p> | <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 addressing trauma through BARR. ● Connect our course alike PLC work to data analysis, BARR, and MTSS Tier 1 expectations. | <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). | |

| | 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 | | | |

College Ready-Career Ready-Life Ready



2022-23 Goal #1: 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.



DLHS "HOUSE RULES"

- Build Meaningful Relationships
Be Positive/Understanding/On Board
- Align Curriculum to Standards
Use Learning Targets
Checks for Understanding
- Regularly Update Grades
Minimum=15th/30th
- Update Sheets-Involve Students-Communicate with Staff/Parents/Students
- Sign Kids Up For AIT
Help Supervise-Be Consistent
- Take Accurate/Consistent Attendance
Use Our Process
- Have Sub Plans
Communicate/Lead by Example
Greatest Impact on Learning=Good Teacher
- EVERY STAFF-EVERY STUDENT-EVERY DAY!

BARR[®]
Same Students. Same Teachers.
Better Results.

"Nobody will be accountable to us, until we are accountable to each other!"

We have implemented updated systems for: Checking kids out of the building, communicating with parents, and monitoring intervention time. This has shown great results in accountability for our students on getting to class, showing up for intervention, and collaborating with parents.

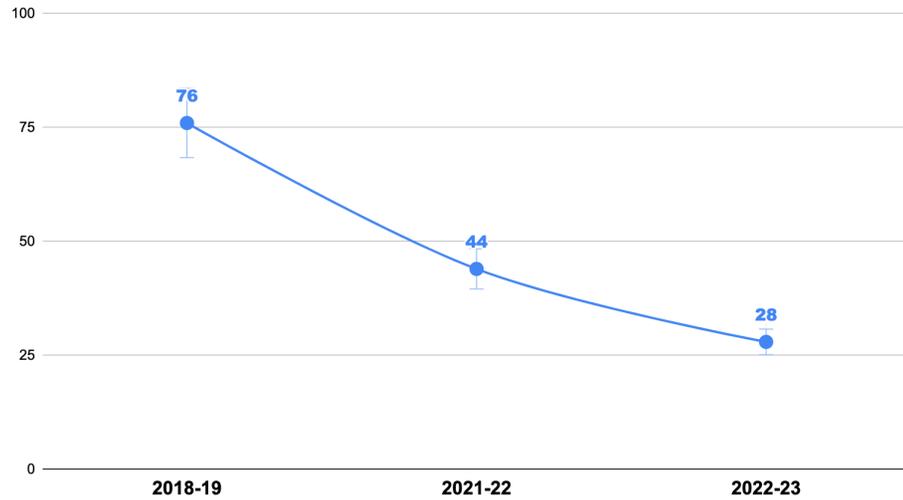
Our staff collaborated on a "DLHS House Rules" for accountability with each other this year. We decided as a group to focus on the following items in the graphic: meaningful relationships, Intervention Time, Updated Grades, Attendance Communication, Using the BARR system, and an "Every Student-Every Staff-Every Day" mantra!

We continue to see profound results from our implementation of BARR. Later this summer our staff will complete the 3rd BARR training which is focused on resilience skills and addressing chemical use through BARR.

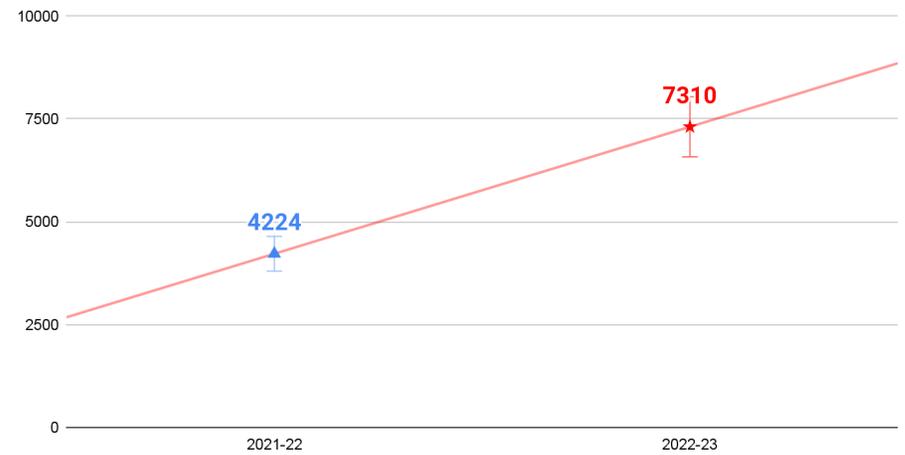
College Ready-Career Ready-Life Ready



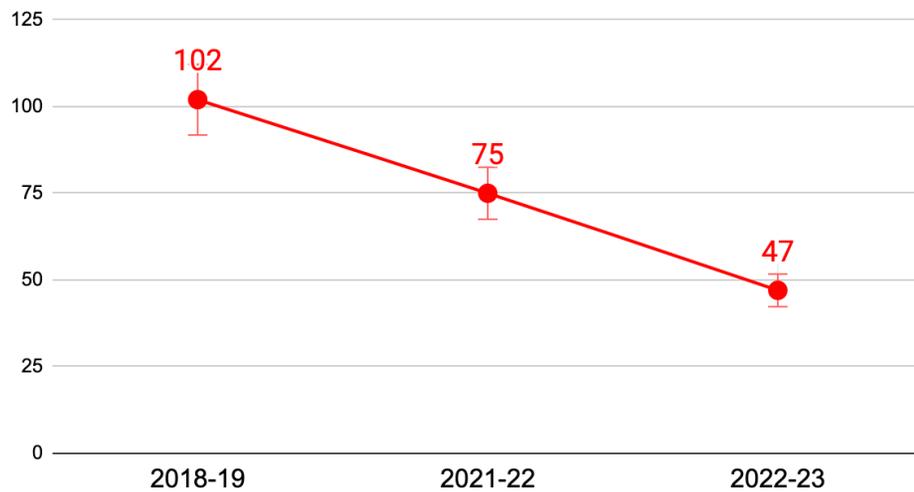
DLHS Total Number of 9th Grade Failures



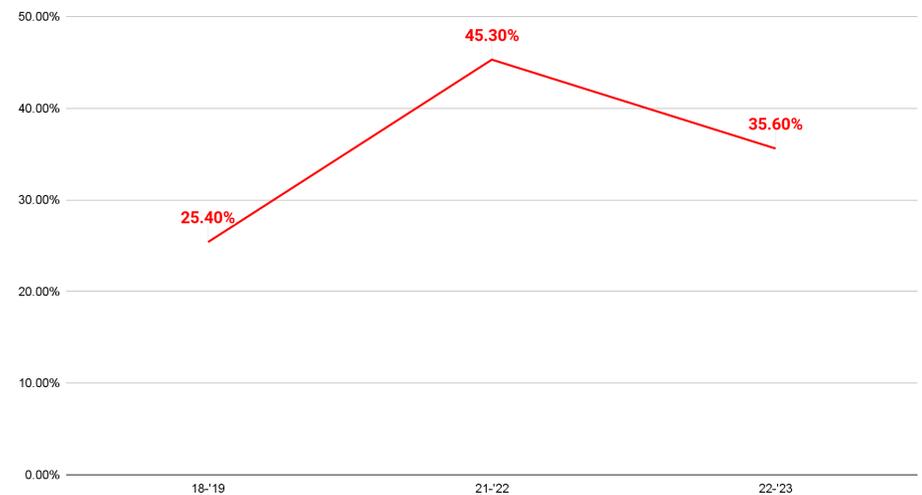
Positive Laker Pride Tickets Given



DLHS 10th-12th Grade Course Failure Total



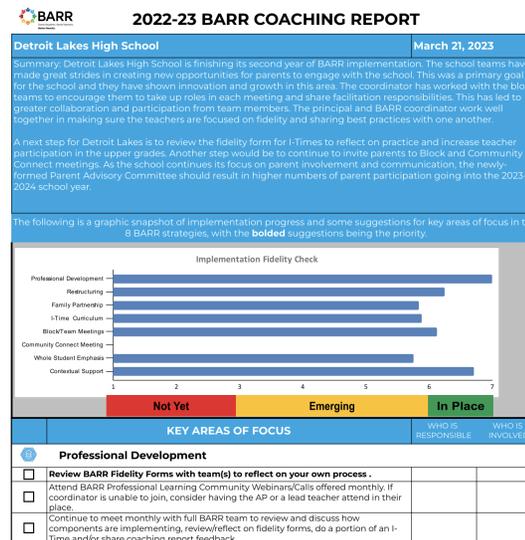
% of Students Chronically Absent (10% or more of school days)



College Ready-Career Ready-Life Ready



2022-23 Goal #2: 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 on extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.



| 6 Types of Data to Support School Transformation | | | | | |
|--|------------------|-----------------------|--------------------------------|-----------------------|------------------------------|
| Street Data | Demographic Data | Perception Data | Program/ Policy/ Process Data | Student Academic Data | Fidelity Data |
| I TIMES | SKYWARD (Data) | SOCIAL MEDIA/PICTURES | BARR PARENT COMMITTEE | GRADES | 500 CR VISITS (OMANG) |
| HALL MONITORING | EDUCLIMBER | STAFF SURVEYS | AMERICAN INDIAN ADVISORY BOARD | MCA | I TIME SURVEY FOR STUDENTS |
| INDIVIDUAL CLASSROOM SURVEYS | MN REPORT | CAPSTONE SURVEYS | STRATEGIC PLAN/BUILDING GOALS | ACT/AP/STAR/ICE/PSEO | COMMITMENT CONTINUUM |
| STUDENT REPS | SLEDS-MDE | CAPSTONE NIGHT ITSELF | PLCS | FAILURE RATES | 9TH GRADE COMMIT TO GRADUATE |
| BARR SHEET (STRENGTHS)/CONNECTS | STUDENT BEHAVIOR | CLASSROOM REFLECTION | CURRICULUM ALIGNMENT | GPA | MCA/AP BY DEPARTMENT |
| BARR PARENT | | COURSE SURVEY | Q COMP | | GRADUATION RATE |
| PICTURES | | | | | |

Our staff participated in 2 days of BARR training on "Effective Team Meetings" and "Addressing Trauma Through BARR" This training has had a huge impact on the results we are getting.

The fidelity reports from our BARR Coach shows our implementation of the BARR program continues to grow and operate at a high level. Our goal is to become a BARR School of Excellence by the end of '23-'24

Our new Strategy Teams at DLHS have continued collaborating and working on using data effectively, implementing a school wide electronic device procedure, and a school wide campaign to improve MCA reading scores.

College Ready-Career Ready-Life Ready



2022-2023 Accomplishments

- ★ Totally recreated our communication system for BARR, Academic Intervention Time, and Laker Pride Tickets.
 - This led to many hundreds more parent communications than ever before.
- ★ Developed a new check out system for open lunch that can also be used for Academic Intervention Time.
 - We continue to work on expanding this system for application in several other areas of our school.
- ★ We continue to see profound results from our implementation of the BARR model at DLHS.
 - In fact, we have been asked to present several times including at the State Capitol to both the House and Senate education committees, the BARR National Conference, MASSP, and have hosted other schools at our site to showcase the things that we have accomplished. These opportunities cause professional growth in our staff and allow us to build connections with other schools across the State and Country who are also doing amazing things for kids.

2023-2024 Growth Areas

- ★ **Attendance**-we have a continued focus on improving our attendance rate. We are currently working on adding pieces to the process that we worked on last year with Becker County in an effort to identify attendance concerns earlier and respond more appropriately.
- ★ **A continued focus on communicating with excellence.** This includes phone calls home (both positive and negative) about students' academics, behavior, and attendance.
- ★ **Early Warning System.** We are working on the creation of an Early Warning System that will help identify students who are in danger of failing and provide a roadmap of interventions that could be implemented with these students. This work is modeled after research by Dr. Bob Balfanz from John's Hopkins University, director of the "Everyone Graduates Center."
- ★ **Continue to refine DLHS House Rules with staff.** While we have made great progress over the past 2 years, there are several areas where we can continue to improve. This is the mindset that I personally believe in and want to instill in our staff at the HS. We will be collaborating on these shared expectations again during BARR training and back to school workshop in August.

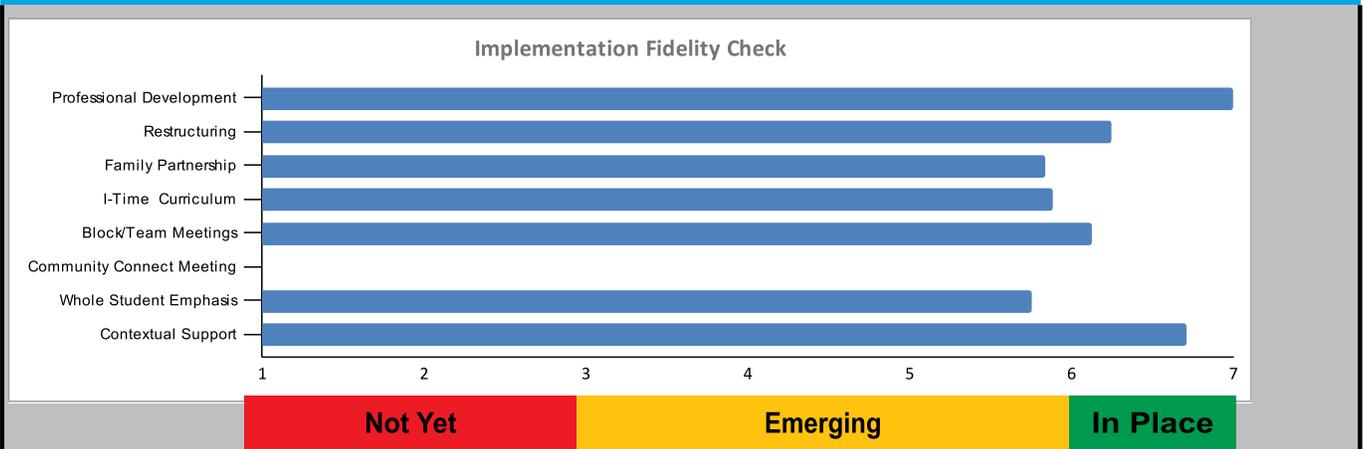
Detroit Lakes High School

March 21, 2023

Summary: Detroit Lakes High School is finishing its second year of BARR implementation. The school teams have made great strides in creating new opportunities for parents to engage with the school. This was a primary goal for the school and they have shown innovation and growth in this area. The coordinator has worked with the block teams to encourage them to take up roles in each meeting and share facilitation responsibilities. This has led to greater collaboration and participation from team members. The principal and BARR coordinator work well together in making sure the teachers are focused on fidelity and sharing best practices with one another.

A next step for Detroit Lakes is to review the fidelity form for I-Times to reflect on practice and increase teacher participation in the upper grades. Another step would be to continue to invite parents to Block and Community Connect meetings. As the school continues its focus on parent involvement and communication, the newly-formed Parent Advisory Committee should result in higher numbers of parent participation going into the 2023-2024 school year.

The following is a graphic snapshot of implementation progress and some suggestions for key areas of focus in the 8 BARR strategies, with the **bolded** suggestions being the priority.



| KEY AREAS OF FOCUS | | WHO IS RESPONSIBLE | WHO IS INVOLVED |
|---------------------------------|--|--------------------|-----------------|
| Professional Development | | | |
| <input type="checkbox"/> | Review BARR Fidelity Forms with team(s) to reflect on your own process . | | |
| <input type="checkbox"/> | Attend BARR Professional Learning Community Webinars/Calls offered monthly. If coordinator is unable to join, consider having the AP or a lead teacher attend in their place. | | |
| <input type="checkbox"/> | Continue to meet monthly with full BARR team to review and discuss how components are implementing, review/reflect on fidelity forms, do a portion of an I-Time and/or share coaching report feedback. | | |

| | | | |
|---|---|--|--|
|  Restructuring | | | |
| <input type="checkbox"/> | Ensure teachers understand the importance of their BARR Student List and are consistently monitoring and supporting their identified students as a first line of defense when challenges arise. | | |
| <input type="checkbox"/> | Ensure a plan is in place for an admin/counselor to attend Big Block Meetings when one or the other has a conflict. | | |
| <input type="checkbox"/> | Continue to ensure counselor(s) responsible for BARR students attend weekly Big Block and Community Connect meetings. | | |
|  Family Engagement | | | |
| <input type="checkbox"/> | Continue to invite parents/caregivers to Block Team and/or Community Connect meetings to support students. | | |
| <input type="checkbox"/> | Model phone calls and consider making parent/caregiver phone calls as a team to increase comfort level. | | |
| <input type="checkbox"/> | Continue to implement a process for Block Team teachers to have more frequent positive communication with home. This could be accomplished through positive phone calls home, postcards, or a variety of creative ways to engage families. | | |
|  I-Time Curriculum | | | |
| <input type="checkbox"/> | Have teachers review the I-Time fidelity form individually to reflect on their implementation of lessons. | | |
| <input type="checkbox"/> | Ensure that teachers continue to model activities and share their own experiences with the topic when delivering lessons. | | |
| <input type="checkbox"/> | Continue to ensure that BARR students participate in an I-Time lesson weekly. | | |
|  Block/Team Meetings | | | |
| <input type="checkbox"/> | Ensure parent communication has occurred (or multiple attempts made) by team prior to counselor referral. This should be protocol for Level One interventions. If concerns arise around parent communication, speak with counselor and team to determine recommendation for alternate intervention. | | |
| <input type="checkbox"/> | Designate a time during Big Block Meetings for updates on students that have had recent Community Connect, counselor, or support team interventions. This could start with new referrals from team, then into updates, etc. | | |
| <input type="checkbox"/> | Continue assigning roles to block team members to ensure efficient and effective use of block team meeting time. Roles to assign can include: a timekeeper, a recorder (documenting updates to student goals, interventions, and progress), a task tracker (documenting who will do what by when after the meeting ends), someone in charge of prompting attendees to remain strength-based and solution-focused, and someone in charge of accessing Student Information Systems (SIS) to obtain grades, academic history, test scores, discipline records, and/or attendance data. | | |
|  Community Connect Meetings | | | |
| <input type="checkbox"/> | Sort BARR spreadsheet by monitor status and revisit as needed to ensure all students are being covered over every few weeks, with priority being those that are active. | | |
| <input type="checkbox"/> | Delegate roles for data review during team meeting: accessing current grades, historical grades, behavior data, attendance, test scores, student questionnaire information, previous school/grade data. | | |
| <input type="checkbox"/> | Continue to make connections with other community resources and agencies to enhance opportunities for student engagement. These connections can be creative and unique to your community (e.g., local theatre, alumni who can mentor students in a trade, faith or community groups, etc.). The key is to open up opportunities to connect students with unique and interactive experiences that will help them engage positively with others. | | |

|  Whole Student Emphasis | | | |
|---|--|--|--|
| <input type="checkbox"/> | Consider sending positive postcards home from both the block and Community Connect teams to highlight not only academic gains but also any social or emotional or maturational gains. | | |
| <input type="checkbox"/> | Encourage teachers to leverage and incorporate information learned about students during I-Time lessons and through their ongoing relationship building. Teachers should bring this to Block Team meetings and use when determining goals and interventions for students, particularly when addressing non-academic goals. | | |
| <input type="checkbox"/> | Continue to communicate that each student can succeed regardless of circumstances. | | |
|  Contextual Support | | | |
| <input type="checkbox"/> | Invite someone from District Office to attend a BARR Training or Conference. | | |
| <input type="checkbox"/> | Send BARR Information to Administration and/or district office. | | |
| <input type="checkbox"/> | Continue to ensure Principal meets regularly with BARR Coordinator. | | |

DATE: July 15, 2023

TO: Mark Jenson, Superintendent and Board of Education

FROM: Jason Kuehn, Director of Finance and Operations

SUBJECT: **PROPERTY TAX LEVY ADOPTION CALENDAR**

The School Board must certify its Proposed Property Tax Levy by September 30, 2023 for the 2024-25 School Year. If the Levy information is available to the District on a timely basis, the proposed Levy could be certified at the September 25, 2023 Board Meeting. If the Levy information is not available in time for the District to review the information and for Administration and the Finance Committee to make a recommendation, then a Special Board Meeting will be needed. Administration recommends the following timeline for our Property Tax Levy adoption:

| Date/Time | Event |
|---------------------------------------|---|
| Monday, September 25, 2023 (5:30 PM) | Certify Proposed Tax Levy (Complete Before September 30th, 2023) |
| On or before September 30th, 2023 | Certify to County Auditor-Treasurer |
| November 22, 2023 - December 20, 2023 | Budget and Proposed Tax Hearing needs to be in this time period. Must be before final adoption. |
| Monday, December 18, 2023 6:00 PM | Budget and Proposed Property Tax Hearing & Final Levy Approval. Prior to the School Board adopting the Property Tax Levy and Budget, districts are required to discuss the levy and budget at a regularly scheduled school board meeting and allow the public to speak. The meeting must take place at 6:00 PM or later. The District can adopt the final levy at the same meeting. |
| On or before December 27, 2023 | Certification to the County Auditor by this date |

Administration recommends the approval of this timeline.

DATE: July 20, 2023

TO: Mark Jenson, Superintendent and Board of Education

FROM: Jason Kuehn, Director of Finance and Operations

SUBJECT: **Long Term Facility Maintenance (LTFM) Ten-Year Plan**

The school board is required to annually update and take action to implement the Ten-Year Long-Term Facility Maintenance (LTFM) plan in order to participate in the revenue program. Adopting the plan provides MDE with verification that the School Board has taken responsibility for projects to be performed and for revenue to be placed on the levy. The Ten-Year Long-Term Facility Maintenance was reviewed by the Facilities Committee.

Under this program, the District will spend current available funds on Long Term Facilities Maintenance projects and recoup revenue in future periods. The anticipated deficit for the year ended June 30, 2023 is \$311,613

Our plan calls for LTFM revenue to exceed expenditures for next year but anticipated deficit spending in the following fiscal years.

Adoption of this plan sets the LTFM revenue at \$380 per APU for Levy payable 2024 for Fiscal Year 2024-2025. Recommendation is to approve the Ten-Year Long-Term Facility Maintenance plan including the attached Revenue and Expenditure summaries and Statement of Assurances for Fiscal Year 2025.

| | | | |
|---|---|---|---------------|
|  | Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413 | Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only | ED - 02478-09 |
|---|---|---|---------------|

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

| District Info. | Enter Information | District Info. | Enter Information | | | | | | |
|------------------------|------------------------------|----------------|---------------------------|--|--|--|--|--|--|
| District Name: | Detroit Lakes Public Schools | Date: | 6/27/23 | | | | | | |
| District Number: | 0022 | Email: | jkuehn@detlakes.k12.mn.us | | | | | | |
| District Contact Name: | Jason Kuehn | | | | | | | | |
| Contact Phone # | 218-847-9271 | | | | | | | | |

| Expenditure Categories | | Fiscal Year (FY) Ending June 30 | | | | | | | | | | |
|---|--|---------------------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|------------------|
| | | 2023 (base year) | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 |
| Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366. | | | | | | | | | | | | |
| Finance Code | Category (1) | | | | | | | | | | | |
| 347 | Physical Hazards | \$6,574 | \$10,200 | \$28,325 | \$29,705 | \$31,143 | \$32,640 | \$34,199 | \$35,822 | \$37,511 | \$39,270 | \$41,100 |
| 349 | Other Hazardous Materials | \$0 | \$300 | \$1,030 | \$1,061 | \$1,093 | \$1,126 | \$1,159 | \$1,194 | \$1,230 | \$1,267 | \$1,305 |
| 352 | Environmental Health and Safety Management | \$32,119 | \$35,000 | \$34,505 | \$36,071 | \$38,245 | \$41,081 | \$44,052 | \$47,165 | \$50,425 | \$53,838 | \$57,410 |
| 358 | Asbestos Removal and Encapsulation | \$0 | \$0 | \$515 | \$530 | \$546 | \$563 | \$580 | \$597 | \$615 | \$633 | \$652 |
| 363 | Fire Safety | \$16,941 | \$19,500 | \$21,630 | \$24,401 | \$26,225 | \$28,138 | \$30,141 | \$32,239 | \$34,436 | \$36,736 | \$39,143 |
| 366 | Indoor Air Quality | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Health and Safety Capital Projects | | \$55,634 | \$65,000 | \$86,005 | \$91,768 | \$97,252 | \$103,548 | \$110,131 | \$117,017 | \$124,217 | \$131,744 | \$139,610 |
| Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year | | | | | | | | | | | | |
| Finance Code | Category (2) | | | | | | | | | | | |
| 358 | Asbestos Removal and Encapsulation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 363 | Fire Safety | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 366 | Indoor Air Quality | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Health and Safety Capital Projects \$100,000 or More | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151 | | | | | | | | | | | | |
| Finance Code | Category 3 (a) | | | | | | | | | | | |
| 355 | Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Remodeling for Approved Voluntary Pre-K Projects | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Remodeling for Gender-Neutral Single-User Restrooms | | | | | | | | | | | | |
| Finance Code | Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025 | | | | | | | | | | | |
| UFARS Coding Pending | Remodeling for gender-neutral single user restroom per site. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Remodeling for Gender-Neutral Single User Projects | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Accessibility | | | | | | | | | | | | |
| Finance Code | Category (4) | | | | | | | | | | | |
| 367 | Accessibility | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Accessibility Projects | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Deferred Capital Expenditures and Maintenance Projects | | | | | | | | | | | | |
| Finance Code | Category (5) | | | | | | | | | | | |
| 368 | Building Envelope | \$0 | \$0 | \$77,250 | \$75,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 | \$0 | \$0 | \$0 |
| 369 | Building Hardware and Equipment | \$2,985 | \$0 | \$0 | \$0 | \$65,000 | \$65,000 | \$65,000 | \$0 | \$0 | \$0 | \$0 |
| 370 | Electrical | \$0 | \$0 | \$60,000 | \$60,000 | \$6,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 379 | Interior Surfaces | \$67,448 | \$207,500 | \$100,000 | \$100,000 | \$100,000 | \$100,000 | \$100,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 |
| 380 | Mechanical Systems | \$72,614 | \$60,000 | \$125,000 | \$125,000 | \$125,000 | \$125,000 | \$125,000 | \$125,000 | \$125,000 | \$125,000 | \$125,000 |
| 381 | Plumbing | \$33,430 | \$35,000 | \$15,000 | \$15,000 | \$0 | \$0 | \$0 | \$22,500 | \$22,500 | \$22,500 | \$22,500 |
| 382 | Professional Services and Salary | \$32,000 | \$45,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 |
| 383 | Roof Systems | \$518,378 | \$0 | \$300,000 | \$300,000 | \$200,000 | \$200,000 | \$200,000 | \$200,000 | \$200,000 | \$200,000 | \$200,000 |
| 384 | Site Projects | \$52,123 | \$20,000 | \$57,938 | \$75,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 |
| Total Deferred Capital Expense and Maintenance | | \$778,978 | \$367,500 | \$755,188 | \$770,000 | \$666,000 | \$660,000 | \$660,000 | \$592,500 | \$517,500 | \$517,500 | \$517,500 |
| Total Annual 10-Year Plan Expenditures | | \$834,612 | \$432,500 | \$841,193 | \$861,768 | \$763,252 | \$763,548 | \$770,131 | \$709,517 | \$641,717 | \$649,244 | \$657,110 |
| Fund Balance Section | | | | | | | | | | | | |
| Fund 01 | | | | | | | | | | | | |
| | Beginning Fund Balance 01-467-XX | -\$397,462 | -\$311,613 | \$317 | -\$111,419 | -\$222,323 | -\$229,707 | -\$244,905 | -\$270,020 | -\$233,031 | -\$126,662 | -\$29,784 |
| | LTFM Fiscal Year Revenue - Levy | \$772,498 | \$596,467 | \$652,274 | \$605,135 | \$601,338 | \$620,763 | \$617,414 | \$618,891 | \$620,460 | \$618,485 | \$619,335 |
| | LTFM Fiscal Year Revenue - AID if Applicable | \$147,963 | \$147,963 | \$77,183 | \$145,729 | \$154,530 | \$127,587 | \$127,602 | \$127,615 | \$127,626 | \$127,637 | \$127,645 |
| | LTFM Fiscal Year Revenue Other | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT if applicable - Special Legislation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Estimated Fiscal Year Expenditures | \$834,612 | \$432,500 | \$841,193 | \$861,768 | \$763,252 | \$763,548 | \$770,131 | \$709,517 | \$641,717 | \$649,244 | \$657,110 |
| Ending Fiscal Year Fund Balance 01-467-XX | | -\$311,613 | \$317 | -\$111,419 | -\$222,323 | -\$229,707 | -\$244,905 | -\$270,020 | -\$233,031 | -\$126,662 | -\$29,784 | \$60,086 |
| Fund 06 | | | | | | | | | | | | |
| | Beginning Fund Balance 06-467-XX | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Fiscal Year Bonded Revenue | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Fiscal Year Revenue Other | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Other Transfers | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Estimated Fiscal Year Expenditures | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Ending Fiscal Year Fund Balance 06-467-XX | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection | | | | Revised 5/4/2023 | | | | | | | | | | |
|---|--|-----------------|---|--------------------------------|------------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|
| 22 <= Type in School District Number | | | | | | | | | | | | | | |
| DETROIT LAKES PUBLIC SCHOOL DIST. | | | Change only if requiring levy adjustments | Payable 2023 LLC Certification | Current Estimate | | | | | | | | | |
| <i>Calculations for Ten Year Projection</i> | | | | Pay 23 | | | | | | | | | | |
| | | LLC# | FY 2023 | FY 2024 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2028 | FY 2029 | FY 2030 | FY 2031 | FY 2032 | FY 2033 |
| Old Formula revenue | | | | | | | | | | | | | | |
| 21 | Old formula Health & Safety revenue (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2025) | 409 | - | - | - | - | - | - | - | - | - | - | - | - |
| 22 | Old formula alt facilities debt revenue (1A) - gross before debt excess | 701 | - | - | - | - | - | - | - | - | - | - | - | - |
| 23 | Debt Excess allocated to line 22 | | - | - | - | - | - | - | - | - | - | - | - | - |
| 24 | Old formula alt facilities debt revenue (1A) - debt excess | 765 | - | - | - | - | - | - | - | - | - | - | - | - |
| 25 | Old formula alt facilities net debt revenue (1B) = (12) - (13) | 766 | - | - | - | - | - | - | - | - | - | - | - | - |
| 26 | Old formula alt facilities pay as you go revenue (1A) | 410 | - | - | - | - | - | - | - | - | - | - | - | - |
| 26b (18) | Pay-as-you-go revenue for H&S projects over \$100,000 per site | 411 | - | - | - | - | - | - | - | - | - | - | - | - |
| 27 | Old formula alt facilities pay as you go revenue (1B) > \$500,000 (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2024) | 413 | - | - | - | - | - | - | - | - | - | - | - | - |
| 27a | LTFM "H&S >100K per site" bonds | 767 | - | - | - | - | - | - | - | - | - | - | - | - |
| 27b | LTFM "other" bonds for 1A hold harmless | 769 | - | - | - | - | - | - | - | - | - | - | - | - |
| 28 | Old formula deferred maintenance revenue = (if (22) + (26) = 0, (10) * (\$64 / formula allowance)) | 416 | - | - | - | - | - | - | - | - | - | - | - | - |
| 29 | Total old formula revenue = (21)+(24)+(25)+(26)+(26b)+(27)+(27a)+(27b)+(28) | 417 | 188,531 | 189,964 | 184,685 | 184,685 | 184,685 | 184,685 | 184,685 | 184,685 | 184,685 | 184,685 | 184,685 | 184,685 |
| 30 | Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)] | 418 | 1,119,404 | 1,127,913 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 |
| 31 | District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number | 419 | - | - | - | - | - | - | - | - | - | - | - | - |
| 32 | District LTFM Revenue (30) - (31) | 420 | 1,119,404 | 1,127,913 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 |
| 33 | LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized) | 421 | - | - | - | - | - | - | - | - | - | - | - | - |
| 34 | Grand Total LTFM Revenue (32) + (33) | 422 | 1,119,404 | 1,127,913 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 |
| Aid and Levy Shares of Total Revenue | | | | | | | | | | | | | | |
| 35 | For ANTC & APU, three year prior date | | 2021 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | |
| 36 | Three year prior Ag Modified ANTC | 35 | 35,190,837 | 35,190,837 | 41,877,096 | 43,552,180 | 45,294,267 | 47,106,038 | 48,990,279 | 50,949,891 | 52,987,886 | 55,107,402 | 57,311,698 | |
| 37 | Three year prior Adjusted PU (New Weights) | 54 | 2,976.71 | 2,976.69 | 3,006.28 | 3,010.04 | 2,968.19 | 2,885.70 | 2,885.70 | 2,885.70 | 2,885.70 | 2,885.70 | 2,885.70 | |
| 38 | ANTC / APU = (36) / (37) | 424 | 11,822.06 | 11,822.13 | 13,929.85 | 14,468.99 | 15,259.88 | 16,323.96 | 16,976.92 | 17,655.99 | 18,362.23 | 19,096.72 | 19,860.59 | |
| 39 | State average ANTC / APU with ag value adjustment | 425 | 10,412.94 | 10,412.94 | 12,182.56 | 13,566.31 | 14,441.54 | 15,019.00 | 15,620.00 | 16,245.00 | 16,895.00 | 17,571.00 | 18,274.00 | |
| 40 | Equalizing Factor = 123% of (39) | 426 | 12,807.92 | 12,807.92 | 14,984.55 | 16,686.56 | 17,763.09 | 18,473.37 | 19,212.60 | 19,981.35 | 20,780.85 | 21,612.33 | 22,477.02 | |
| 41 | Local (levy) share of Equalized Revenue (lesser of 1 or (38) / (40)) | 427 | 92.30% | 92.30% | 92.96% | 86.71% | 85.91% | 88.36% | 88.36% | 88.36% | 88.36% | 88.36% | 88.36% | |
| 42 | State (aid) share of Equalized Revenue (1 - (41)) | 428 | 7.70% | 7.70% | 7.04% | 13.29% | 14.09% | 11.64% | 11.64% | 11.64% | 11.64% | 11.64% | 11.64% | |
| 43 | Equalized Revenue (lesser of (34) or (6) * (8)) | 423 | 1,119,404 | 1,127,913 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | 1,096,566 | |
| 44 | Initial LTFM State Aid (42) * (43) | 429 | 86,232 | 86,812 | 77,183 | 145,729 | 154,530 | 127,587 | 127,602 | 127,615 | 127,626 | 127,637 | 127,645 | |
| 45 | Old formula Grandfathered Alternative Facilities Aid | 431 | - | - | - | - | - | - | - | - | - | - | - | |
| 46 | Total LTFM State Aid (Greater of (44) or (45)) | 432 | 86,232 | 86,812 | 77,183 | 145,729 | 154,530 | 127,587 | 127,602 | 127,615 | 127,626 | 127,637 | 127,645 | |
| 47 | Total LTFM Levy (34) - (46) (including coop/intermediate) | 435 | 1,033,172 | 1,041,101 | 1,019,383 | 950,837 | 942,035 | 968,978 | 968,964 | 968,951 | 968,940 | 968,929 | 968,920 | |
| Debt Service Portion of Revenue (non-grandfather districts) | | | | | | | | | | | | | | |
| 49 | Subtotal Debt Service Revenue from above = (12) - (13) + (17) + (20a) + (24) | 765+766+767+768 | - | - | - | - | - | - | - | - | - | - | - | - |
| 50 | Existing LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab | 769 | - | 395,535 | 394,905 | 398,685 | 396,585 | 394,065 | 397,845 | 396,165 | 394,380 | 397,740 | 395,640 | |
| 50b | New LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 | | - | - | - | - | - | - | - | - | - | - | - | |
| 51 | Total Debt Service Revenue = (49) + (50) + (50b) | 770 | - | 395,535 | 394,905 | 398,685 | 396,585 | 394,065 | 397,845 | 396,165 | 394,380 | 397,740 | 395,640 | |
| 52 | Equalized debt Service Revenue (lesser of (43) or (51)) | 436 | - | 395,535 | 394,905 | 398,685 | 396,585 | 394,065 | 397,845 | 396,165 | 394,380 | 397,740 | 395,640 | |
| 53 | Debt Service Aid = (52) * (42) | 438 | - | 30,443 | 27,796 | 52,983 | 55,888 | 45,850 | 46,295 | 46,104 | 45,901 | 46,296 | 46,054 | |
| 54 | Equalized Debt Service Levy = (52) - (53) | 439 | - | 365,092 | 367,109 | 345,702 | 340,697 | 348,215 | 351,550 | 350,061 | 348,479 | 351,444 | 349,586 | |
| 55 | Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50)) | 440 | - | - | - | - | - | - | - | - | - | - | - | |
| General Fund Portion of Revenue (non-grandfather districts) | | | | | | | | | | | | | | |
| 56 | Total General Fund Revenue = (34) - (51) | 441 | - | 732,378 | 701,661 | 697,881 | 699,981 | 702,501 | 698,721 | 700,401 | 702,186 | 698,826 | 700,926 | |
| 58 | General Fund Equalized Revenue = (43) - (52) | 442 | - | 732,378 | 701,661 | 697,881 | 699,981 | 702,501 | 698,721 | 700,401 | 702,186 | 698,826 | 700,926 | |
| 59 | Total General Fund Aid = (46) - (53) | 443 | - | 56,369 | 49,387 | 92,745 | 98,643 | 81,737 | 81,307 | 81,510 | 81,725 | 81,341 | 81,591 | |
| 60 | General Fund Equalized Levy = (58) * (41) | 444 | - | 676,009 | 652,274 | 605,135 | 601,338 | 620,763 | 617,414 | 618,891 | 620,460 | 617,485 | 619,335 | |
| 61 | General Fund Unequalized Levy = (57) - (58) | 445 | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 62 | Total General Fund Levy = (60) + (61) | 446 | - | 676,009 | 652,274 | 605,135 | 601,338 | 620,763 | 617,414 | 618,891 | 620,460 | 617,485 | 619,335 | |



Fiscal Year (FY) 2025 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

General Information: Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2022, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2023. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

| | | |
|---|---------------------------|-----------------|
| Name of District, Intermediate/Cooperative/Joint Powers | District Number and Type: | Date Submitted: |
|---|---------------------------|-----------------|

Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2025 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2025 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2022]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2022]). ***The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

| | | |
|---|--|-------|
| Signature – Must be signed by Superintendent or Cooperative Unit Director: | Name – Superintendent or Cooperative Director (Please print) | Date: |
|---|--|-------|

INDEPENDENT SCHOOL DISTRICT #22
FACILITIES COMMITTEE MEETING AGENDA
Facilities Committee Meeting July 17, 2023

A Facilities Committee Meeting was held at 9:00 AM on Monday, July 17th, 2023 at the District Office. In attendance were Colin Gedrose, Mark Jenson, John Steffl, Amy Erickson, Mickey Okeson, and Jason Kuehn.

1. **FY 2025 Ten-Year LTFM Plan**

Director of Finance and Operations Kuehn and Operations Supervisor Gedrose outlined projects that would be included in the District's FY 2025 Ten-Year LTFM Plan which is submitted to the Minnesota Department of Education (MDE). This submission is a part of the Levy data collection process. Kuehn shared that the District should expedite planning for FY 2025 projects to begin this fall to effectively plan with contractors on approved projects.

2. **Summer Projects Update**

Operations Supervisor Gedrose updated the committee on summer projects completed and in progress. This included a progress update for the DLHS Greenhouse project, as well as interior surfaces work at Rossman, and Special Education Life Skills room at DLMS.

3. **Long Term Facilities and Capital Planning**

Kuehn updated the committee on work in relation to the Facilities Assessment being completed by ICS and other data collection to assist with future discussions in relations to long-term facilities planning.

INDEPENDENT SCHOOL DISTRICT #22
FINANCE COMMITTEE MEETING AGENDA
Finance Committee Meeting - July 20, 2023

Members Present:

Mary Rotter

Ethan Walz

Mark Jenson

Jason Kuehn

Members Absent:

April Thomas

A Finance Committee Meeting was held on Thursday, July 20th 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 June and receipts for the month of June. District expenditures and revenues through June 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 June. The committee also recommends the check register for both the Middle School and High School activity accounts for the month of June. Lastly, the committee recommends approval of the check summaries for July 12th and July 24th.

3. Tax Levy Calendar

Director of Finance Kuehn reviewed the 2023-24 Tax Levy with the committee - highlighting dates for presenting and submitting the Preliminary Property Tax Levy in September as well as the required Truth in Taxation meeting in December.

4. FY 2025 Long Term Facilities Maintenance (LTFM) 10-Year Plan

Kuehn reviewed the documents required for the district's annual Long Term Facilities Maintenance (LTFM) 10-Year Plan submission to the Minnesota Department of Education (MDE). Included was the potential financial implications for the upcoming years and potential long-term considerations.

5. District Investment Summary

The committee reviewed the district's investment portfolio as of 6/30/2023. Kuehn updated the committee on the continued transition of investments from multiple financial institutions to two primary investment accounts.

Next Meeting: Thursday, August 24th @ 12:00 PM at the District Office

INDEPENDENT SCHOOL DISTRICT #22
TRANSPORTATION COMMITTEE MEETING AGENDA
July 13, 2023

A Transportation Committee Meeting was held on Thursday, July 13, 2023 at the District Office. In attendance were Mark Jenson (Superintendent), John Steffl (School Board Chair), Mary Rotter (School Board Director), Colin Gedrose (Operations Supervisor) and Jason Kuehn (Director of Finance and Operations).

1. District Policy #709 - Student Transportation Safety Policy

The committee reviewed District Policy #709 which relates to Student Transportation Safety. The recommended revisions in relation to Rider Eligibility, Routing Assignments, and MSBA model policy revisions following the 2023 Legislative session. The recommendations to Policy #709 were forwarded to the District Policy Committee for review.

2. Contractor Request - Olander Bus Service

Kuehn provided an update on continued discussions with Olander Bus Service in follow-up from their request for considerations in relation to Special Needs Transportation contract language. Kuehn will bring back recommendations from the committee to Olander Bus Service to work towards a mutual agreement.