



**DETROIT LAKES PUBLIC SCHOOLS**  
**AGENDA**  
**REGULAR SCHOOL BOARD MEETING**  
**Monday, October 23, 2023 - 5:30 PM**  
**M State Room C101 , 900 Hwy 34 E, Detroit Lakes, MN 56501**

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*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](http://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 244<sup>th</sup> 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

**Student Representative: Jady Wimmer- [25bwimmejady@detlakes.k12.mn.us](mailto:25bwimmejady@detlakes.k12.mn.us) Marian Martin [26martimari@detlakes.k12.mn.us](mailto:26martimari@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 October 23, 2023 Regular School Board Meeting as presented.

**V. RECOGNITIONS**

Presenter: Steffl, Board Chair

A. Colin Gedrose and Mike Daly for going above and beyond to help on one of our bus routes.

B. Jim Buchholz

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. \$300 from Papa Murphy's of Detroit Lakes for the Roosevelt STEAM Program.

B. \$319 from Employees of Apex Engineering Group in Detroit Lakes for the School Readiness Program.

C. \$10,000 from Detroit Lakes Athletic Foundation for Athletic Uniforms

## VIII. PROGRAM PRESENTATIONS

Presenter:

- A. World's Best Workforce and Achievement and Integration Progress Report and Plan updates.

Presenter: Renee Kerzman

## 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 September 25, 2023 Regular School Board Meeting.

- B. Approve District Bills

- C. Approve District Hand Payable Bills

- D. Approve Personnel Agenda Items

- E. **Approve Second Reading of Policies:**

- 1. 514- Bullying Prohibition

- 2. 532- Use of Peace Officers and Crisis Teams

- 3. 601- School District Curriculum and Instruction Goals

- 4. 602- Organization of the School Calendar and School Day

- 5. 603- Curriculum Development

- 6. 613- Graduation Requirements

- 7. 616- School District System Accountability

- 8. 618- Assessment of Student Achievement

- 9. 620- Credit for Learning

- 10. 708- Transportation of Nonpublic School Students

- F. Approve the one year contract extension for Pepsi.

- G. Approve the Lakes Country Service Cooperative Audiology and Blind/Visually Impaired Service Agreement for the 2023-2024 school year.

- H. Approve the contract with Connect Speech Therapy for the 2023-2024 school year.

## 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. 701- Establishment and Adoption of School District Budget.

- 2. 701.1- Modification of School District Budget.

- 3. 702- Accounting

- 4. 703- Annual Audit

- 5. 704- Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System.

- 6. 705-Investments

- 7. 706- Acceptance of Gifts

- 8. 706-Form

- B. 2023 Payable 2024 Preliminary Levy Update.

- Presenter: Jason Kuehn

## 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. Motion to approve the Flex Learning Plans for DLHS, ALC, DLMS, Laker Transitions, Project SEARCH, Rossman, & Roosevelt.

- B. Motion to approve the 2023-2024 World's Best Workforce Plan.

- Presenter: Steffl, Board Chair

C. Motion to approve the 2022-2023 World's Best Workforce (WBWF) & Achievement and Integration (A&I) Summary/Progress Report.  
Presenter: Steffl, Board Chair

D. Motion to Approve the Fall 2023 Lane Change Requests.  
Presenter: Steffl, Board Chair

E. Motion to approve the Additional Staffing Request for 1 Girls and 1 Boys Middle School Basketball Coach and Special Education Assistant at Roosevelt Elementary School.

**XII. ADMINISTRATIVE AND BOARD REPORTS**

**A. Superintendent Report**

Presenter: Mark Jenson, Superintendent

1. Monthly Enrollment Report
2. District Update

**B. Board Committee and Representative Reports**

1. Student Report  
Presenter: Buboltz/Rogstad Student Board Representative

2. Sports Arena Commission  
Presenter: Steffl, Board Chair

3. BCCI  
Presenter: Rotter, Board Treasurer

4. Finance Committee  
Presenter: Rotter, Board Treasurer

5. District Advisory Committee  
Presenter: Okeson

6. Transportation Committee  
Presenter: Steffl, Board Chair

7. ECFE and School Readiness Advisory Committee.  
Presenter: Walz, Board Director

8. Health and Safety  
Presenter: Walz, Board Director

**XIII. UPCOMING EVENTS AND ACTIVITIES**

Presenter: Steffl, Board Chair

A. Facilities Committee- 10/31/23 8:30AM District Office

B. Community Advisory Committee Meeting- 11/14/23 1:00PM Lincoln Education Center

C. Finance Committee Meeting-11/20/23 12:00PM District Office

D. Regular School Board Meeting-11/27/23- C101 5:30PM

**XIV. MEETING ADJOURNED**

Presenter: Steffl, Board Chair

# Laker PRIDE

	<p><b>Purpose</b> our intention, what drives us</p>	<p>Deliver educational excellence.</p>
	<p><b>Relationships</b> 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"> <li>• District ↔ parents and community members</li> <li>• District ↔ building</li> <li>• Building ↔ teacher</li> <li>• Building ↔ parents</li> <li>• Teacher ↔ parent</li> <li>• Teacher ↔ students</li> </ul>
	<p><b>Innovation</b> 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"> <li>• Renew and bring up to date all systems and practices</li> <li>• Utilize growth mindset to hone existing intentions/objectives and explore new ideas</li> <li>• Support diverse ways of thinking and doing</li> <li>• Embed equity continually in every facet of our work</li> </ul>
	<p><b>Development</b> 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"> <li>• Implement and sustain PBIS at all levels</li> <li>• Hone our support for social/emotional health</li> <li>• Further learning and implementation of equitable feedback, assessment, grading and reporting</li> <li>• Provide professional development that supports PRIDE</li> </ul>
	<p><b>Equity</b> 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"> <li>• Clarify and support understanding of equity vs. equality for all</li> <li>• Actively promote equity (institutional, personal, and instructional)</li> <li>• Remove systemic barriers</li> <li>• Accommodate different learning styles</li> <li>• Give students a voice</li> </ul>

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.



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

**Regular School Board Meeting**  
**Monday, September 25, 2023, 5:30 PM**  
**M State C101 ~ 900 Hwy 34 E, Detroit Lakes, MN, 56501**

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

**Absent:** None

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

The Pledge of Allegiance was recited.

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

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

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

- A. Approve the Minutes of the August 28 2023 Regular School Board Meeting.
- B. Approve K-12 Computer Checks #703866-703971 and Checks #704049-704177 for a total of \$820,341.04. Approve Hand Payable Checks #703595-703599, #703720-703737, #703801-703852, Voided Checks #702908, #702944, Wire Transfers #5741-5743, #5770-5776, #5897-5911, #5929-5933, #6001-6021, #6037-6039, #6048, #6074-6076, #6203-6215, in the amount of \$912,537.30. Approve Net Payroll Transfers on 8/31/23 and 9/15/23 in the amount of \$779,529.12 for a total of \$2,512,407.46. (EXHIBIT)
- C. Approve the Personnel Agenda Items.
- D. Approve the Second Reading of Policies:
  - a. 102- Equal Educational Opportunity
  - b. 418- Drug-Free Workplace/Drug Free-Environment
  - c. 419- Tobacco-Free Environment
  - d. 424- License Status
  - e. 425- Staff Development
  - f. 504- Student Appearance
  - g. 507- Corporal Punishment and Prone Restraint
  - h. 509- Enrollment of Nonresident Students
  - i. 513- Student Promotion, Retention, and Program Design
  - j. 524- Internet Acceptable Use and Safety Policy
  - k. 534- School Meals Policy
  - l. 535- Service Animals in Schools
- E. Approve the Becker County Health and Early Childhood Screening Service Agreement.
- F. Approve the Section 125 Cafeteria Plan.

Discussion was held on:

- A. First Reading of Policies:
  - a. 514- Bullying Prohibition
  - b. 532- Use of Peace Officers and Crisis Teams.
  - c. 601- School District Curriculum and Instruction Goals
  - d. 602- Organization of the School Calendar and School Day
  - e. 603-Curriculum Development
  - f. 613- Graduation Requirements

- g. 616- School District System Accountability
- h. 618- Assessment of Student Achievement
- i. 620- Credit for Learning
- j. 708- Transportation of Nonpublic School Students.

A motion was made by Erickson, seconded by walz to approve the Memorandum of Agreement between Detroit Lakes Public School District and Detroit Lakes Education Support Paraprofessionals for the increase in weekly/annual hours effective June 20, 2023 through July 1, 2024. (EXHIBIT) Motion carried unanimously.

A motion was made by Thomas, seconded by Rotter to approve the 2023-2025 Unaffiliated Group Contract Provisions..(EXHIBIT) Motion carried unanimously.

A motion was made by Erickson, seconded by Thomas to approve the 2023-2024 Building Goals. (EXHIBIT) Motion carried unanimously.

A motion was made by Erickson, seconded by Rotter to approve the revised agreements for the 2022-2024 Pupil Transportation Contract with Schultz Garage and Bus Company. (EXHIBIT) Motion carried unanimously.

A motion was made by Okeson, seconded by Thomas to approve the revised agreement for the 2022-2024 Pupil Transportation Contract with Olander Bus Service. (EXHIBIT) Motion carried unanimously, Abstained by Walz.

A motion was made by Walz, seconded by Rotter to approve the Certification of the 2023 Payable 2024 Proposed Tax Levy for the 2024-2025 school year. (EXHIBIT) Motion carried unanimously.

A motion was made by Erickson, seconded by Thomas to approve the Additional Staffing Request for Rossman Elementary.

Student representatives Rogstad and Buboltz gave an update.

Superintendent Jenson reported on happenings in the School District

Board Treasurer Rotter gave an update on the Finance Committee.

Board Director Walz gave an update on the Community Advisory Committee.

Board Chair Steffl gave an update on the Facilities and Transportation Committee.

Board Chair Steffl announced upcoming meetings and events .

A motion by Erickson, to adjourn the meeting at 6:43 PM, seconded by Walz. Motion carried unanimously.

Respectfully submitted,

April Thomas, Clerk

**PERSONNEL AGENDA**

## September 25, 2023

### 1) **Resignations:**

Ashley Disse– Lincoln Education Center Education Assistant, effective September 22, 2023.

Bill Hansen– High School Custodian, effective August 24, 2023.

Jennifer Hellekson– Lakes Area Adult Education teacher, effective September 28, 2023.

Matthew Horner– Assistant Gymnastics Coach, effective September 12, 2023.

Teresa Kemper– Rossman Paraprofessional, effective September 8, 2023.

Carver Klapotz– High School Custodian, effective September 1, 2023.

Lynn Monley– Rossman Paraprofessional, effective September 28, 2023.

Alicia Olson– Rossman Paraprofessional, effective September 11, 2023.

Pauline Tunheim– High School Paraprofessional, Effective May 26, 2023.

Jack Warren– Ojibwe Language Quiz Bowl Coach, effective September 7, 2023.

### 2) **Retirements:**

### 3) **Appointments:**

Tracey Aronson– High School Musical Assistant Director, at the rate of step 2 or a contract amount of \$3,813.30 per year, effective September 5, 2023.

Janice Axton– Rossman Special Education Paraprofessional, at the rate of \$15.95 per hour, working 37.5 hours per week, effective September 27, 2023.

Joshua Bettcher– Fall Speed and Strength Coordinator, at the rate of step 7 or a contract amount of \$2,865.90, effective September 1, 2023.

Tyler Burnside– Boys 7-12 Soccer Coach, at the rate of Step 1 or a contract amount of \$2,914.10 per season, effective September 6, 2023.

Juli Clarey– Roosevelt Special Education Para, at the rate of \$15.95 per hour working 37.5 hours per week, effective August 28, 2023.

Andrea Danda– High School/ALC Chemical Health Coordinator, at the rate of \$58,890.00 per year, effective October 9, 2023.

Janelle Dow– Roosevelt Title I/Noon Duty Para, at the rate of \$15.95 per hour, working 25 hours per week, effective September 18, 2023.

Wyatt Erickson– Lincoln Extended Care, at the rate of \$15.25 per hour working 10 hours per week, effective September 5, 2023.

Amanda Ferencik– Rossman Special Education Para, at the rate of \$16.30 per hour working 37.5 hours per week, effective September 5, 2023.

Isabelle Hansen– Rossman Laker Kids Assistant, at the rate of \$16.00 per hour working 10 hours per week, effective September 5, 2023.

Skyler Hansen– Rossman ADSIS/Noon Duty, at the rate of \$15.25 per hour working 27.5 hours per week, effective September 14, 2023.

James Hendrickson– High School Assistant Music Director/Coordinator, at the rate of step 4 or a contract amount of \$1,985.22 per year, effective September 6, 2023.

Matthew Jenson– High School JV Football Coach, at the rate of step 3 or a contract amount of \$3,892.41 per season, effective September 6, 2023.

Amber Mangel– Middle School Special Education Para, at the rate of \$15.25 per hour working 37.5 hours per week, effective August 29, 2023.

Tatum Mercer– Roosevelt Special Education Para, at the rate of \$15.95 per hour, working 37.5 hours per week, effective October 10, 2023.

Debra Olk– Food Service Worker, at the rate of \$17.00 per hour working 28.75 hours per week, effective September 5, 2023.

Juliette Omundson– Rossman Laker Kids Assistant, at the rate of \$16.00 per hour working 10 hours per week, effective September 1, 2023.

Leah Omundson– Level IV Driver, at the rate of \$18.33 per hour working 40 hours per

week, effective September 11, 2023.

Stacy Opatz– Lincoln ECFE Para, at the rate of \$15.25 per hour, working 38.5 hours per week, effective October 2, 2023.

Emma-Leigh Ortloff– Middle School Dance Coach, at the rate of 3.5% of step 1 or a contract amount of \$1,457.05, effective October 23, 2023.

Caden Nestler– High School Musical Technical Director and Sound Technician, at the rate of \$1,200 per year, effective September 11, 2023.

Mikel Renteria– 9th Grade Football Coach, at the rate of step one or a contract amount of \$2,914.10 per season, effective August 24, 2023.

Abby Sandoval– Lincoln Education Extended Care, at the rate of \$15.25 per hour working 10 hours per week, effective September 5, 2023.

Jordan Sawicki– E-Laker Online Facilitator, at the rate of \$30.00 per hour working up to 10 hours per week, effective September 18, 2023.

Janay Trotter– Food Service Worker, at the rate of \$17.00 per hour working 16.25 hours per week, effective September 5, 2023.

Karen Trout– GED Proctor, at the rate of \$17.00 per hour, effective August 29, 2023.

Thomas Trowbridge– High School Musical Scenic Art Designer, Master Carpenter, Set Designer, at the rate of \$900 per year, effective September 11, 2023.

Alexis Van Meldegham– Middle School Dance Class, at the rate of 3.5% of step 1 or a contract amount of \$1,457.05, effective October 23, 2023.

Andrea Walberg– Lincoln Extended Care/ Sub for Laker Kids, at the rate of \$15.25 per hour, working 10 hours per week, effective September 25, 2023.

Sue Woytassek– Laker Kids Assistant Supervisor, at the rate of \$21.00 per hour working up to 11 hours per week, effective August 25, 2023.

#### 4) **Amended Assignment:**

Hailey Anderson– Roosevelt Special Education Para is amending her assignment from 3 hours per day to 5.75 hours per day, effective September 5, 2023.

Cody Bahls– Rossman Title VI Education Assistant is amending her assignment from 29.75 hours per week to 35 hours per week, effective September 18, 2023.

Laura Blomseth– Roosevelt Title I Para is amending her assignment from Part Time Title I para to Full Time Title I Para, effective for the 23-24 school year.

Carrie Cornwell– Lincoln Administrative Assistant is amending her assignment to 205 days per year 8 hours per day, effective August 9, 2023.

Brandi Davidson– Roosevelt Title I para is amending her assignment from Part time Title I to Full time Title I and Noon Duty, effective for the 23-24 school year.

Leah Haisley– Rossman Special Education Para is amending her assignment from 37.5 hours per week to substitute, effective August 31, 2023.

Melanie Holmquist– Is amending her assignment from 1400 hours per year to 1456 hours per year, effective September 11, 2023.

Kristi Husby– Roosevelt Special Education Paraprofessional is amending her assignment from Part time to Full time, effective September 11, 2023.

Matthew Jenson– is amending his assignment from JV Football Coach at 9% to 9th Grade Football coach at 7%, effective September 25, 2023.

Ruth Lage– Roosevelt Title VI Paraprofessional is amending her assignment from 29.75 hours per week to 35 hours per week, effective September 14, 2023.

Cindy Macheel– Middle School Para is amending her assignment from General Para to Special Education Para, effective September 5, 2023.

Mary Ann Nelmark– Laker Kids Supervisor is amending her assignment from Aide at \$14.00 per hour to Supervisor at \$22.00 per hour, effective September 18, 2023.

Josie Retz– Rossman Laker Kids Assistant is amending her assignment from Aide at \$14.00 per hour to Assistant at \$16.00 per hour, effective August 23, 2023.

Mason Sampson– Roosevelt Special Education Para is amending his assignment from Special Education Para to Full time Title I Para, effective for the 23-24 school year.

Mary Sundby- Roosevelt Title I Para is amending her assignment from 3 hours per day to 7.5 hours per day, effective for the 23-24 school year.

Michelle Tappe–Roosevelt Title VI Paraprofessional is amending her assignment from 29.75 hours per week to 35 hours per week, effective September 14, 2023.

Kayleigh Trnka– Lincoln ECSE Para is amending her assignment from \$15.60 per hour to \$15.95 per hour, effective August 28, 2023.

Mark Whiting– is amending his assignment from 9th Grade Football Coach at 7% to JV Football Coach at 9%, effective September 25, 2023.

5) **Leave of Absence:**

Mary Alberts- Lee– is requesting a leave of absence beginning September 5, 2023 and ending September 21, 2023.

6) **Terminations:**

Steven Smedsrud– IT Technician, effective September 18, 2023.

7) **Sixth Period Pay:**

## 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	6609	704273	Check	1	1005		ADVANCED BUSINESS METHODS	Yes	No	No	USD	10/09/2023	754.65
			6610	704274	Check	1	1035		ALLIANCE PEST PROTECTION	Yes	No	No	USD	10/09/2023	120.00
			6679	704275	Check	1	2439		ANDERSON'S	Yes	No	No	USD	10/09/2023	1,834.17
			6611	704276	Check	1	1056		APPLE COMPUTER, INC.	Yes	No	No	USD	10/09/2023	2,299.00
			6693	704277	Check	1	3183		AV FOR YOU LLC	Yes	No	No	USD	10/09/2023	6,403.00
			6612	704278	Check	1	1077		B.E. PUBLISHING INC	Yes	No	No	USD	10/09/2023	372.30
			6613	704279	Check	1	1094		BECKER COUNTY TRANSIT	Yes	No	No	USD	10/09/2023	300.00
			6614	704280	Check	1	1104		BERT'S TRUCK EQUIPMENT OF MHD	Yes	No	No	USD	10/09/2023	1,831.00
			6615	704281	Check	1	1121		BLUE 84 SPIRIT	Yes	No	No	USD	10/09/2023	9,619.50
			6616	704282	Check	1	1143		BRENCO CORP.	Yes	No	No	USD	10/09/2023	333.85
			6617	704283	Check	1	1192		CENTRAL MARKET	Yes	No	No	USD	10/09/2023	404.99
			6618	704284	Check	1	1217		CONTINENTAL CLAY COMPANY	Yes	No	No	USD	10/09/2023	1,184.21
			6619	704285	Check	1	1231		CULINEX	Yes	No	No	USD	10/09/2023	5,583.29
			6620	704286	Check	1	1238		D & D APPLIANCE	Yes	No	No	USD	10/09/2023	428.00
			6621	704287	Check	1	1244		DACOTAH PAPER COMPANY	Yes	No	No	USD	10/09/2023	3,168.09
			6684	704288	Check	1	2619		DALY, MICHAEL	Yes	No	No	USD	10/09/2023	48.96
			6676	704289	Check	1	2347		DUET RESOURCE GROUP, INC	Yes	No	No	USD	10/09/2023	1,076.00
			6622	704290	Check	1	1305		EAST SIDE JERSEY DAIRY ESJD	Yes	No	No	USD	10/09/2023	5,451.43
			6685	704291	Check	1	2718	REMIT	ECKROTH MUSIC	Yes	No	No	USD	10/09/2023	345.00
			6690	704292	Check	1	3167		EVAC+CHAIR	Yes	No	No	USD	10/09/2023	2,358.00
			6623	704293	Check	1	1387		FORUM COMMUNICATIONS PRINTIN	Yes	No	No	USD	10/09/2023	3,573.45
			6624	704294	Check	1	1408		GENERAL PARTS LLC	Yes	No	No	USD	10/09/2023	214.95
			6687	704295	Check	1	2725		GENERATION GENIUS, INC.	Yes	No	No	USD	10/09/2023	1,295.00
			6625	704296	Check	1	1409		GERRELL'S SPORT CENTER	Yes	No	No	USD	10/09/2023	4,333.00
			6691	704297	Check	1	3168		GIMKIT	Yes	No	No	USD	10/09/2023	650.00
			6626	704298	Check	1	1426		GRAINGER, INC.	Yes	No	No	USD	10/09/2023	474.30
			6627	704299	Check	1	1432		GREEN'S PLUMBING & MODERN HE/	Yes	No	No	USD	10/09/2023	7,533.00
			6683	704300	Check	1	2547		GRIMCO INC.	Yes	No	No	USD	10/09/2023	908.95
			6628	704301	Check	1	1457		HAWKINS, INC.	Yes	No	No	USD	10/09/2023	995.12
			6677	704302	Check	1	2413		HEUER, CASSIE	Yes	No	No	USD	10/09/2023	287.07
			6629	704303	Check	1	1487		HILLYARD / HUTCHINSON	Yes	No	No	USD	10/09/2023	5,462.06
			6630	704304	Check	1	1602		JOHNSON'S LOCK & KEY	Yes	No	No	USD	10/09/2023	1,096.60
			6631	704305	Check	1	1608		JOSTENS	Yes	No	No	USD	10/09/2023	14.55
			6692	704306	Check	1	3178		KEITH, MELISSA	Yes	No	No	USD	10/09/2023	42.10
			6632	704307	Check	1	1637		KVEBAK, MARY	Yes	No	No	USD	10/09/2023	143.55
			6633	704308	Check	1	1649		LAKES COUNTRY SERVICE CO-OP	Yes	No	No	USD	10/09/2023	3,394.00
			6686	704309	Check	1	2721		LAKES PRINTING, INC. OF BRAINERL	Yes	No	No	USD	10/09/2023	1,050.00
			6634	704310	Check	1	1700		MAHLUM, MIRANDA	Yes	No	No	USD	10/09/2023	54.76
			6635	704311	Check	1	1707		MARK'S ELECTRIC INC.	Yes	No	No	USD	10/09/2023	1,732.93
			6636	704312	Check	1	1736		MENARDS - DETROIT LAKES	Yes	No	No	USD	10/09/2023	2,818.62
			6637	704313	Check	1	1739	REMIT	METROPOLITAN MECHANICAL CONT	Yes	No	No	USD	10/09/2023	1,683.18

## 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	6638	704314	Check	1	1764		MINNKOTA RECYCLING	Yes	No	No	USD	10/09/2023	147.50
			6639	704315	Check	1	1787		MN STATE COMMUNITY & TECHNICA	Yes	No	No	USD	10/09/2023	186.56
			6640	704316	Check	1	1831	REMIT	NAPA CENTRAL	Yes	No	No	USD	10/09/2023	64.47
			6641	704317	Check	1	1833	REMIT	NASCO EDUCATION	Yes	No	No	USD	10/09/2023	13.76
			6642	704318	Check	1	1840		NATIONAL FOOD GROUP, INC	Yes	No	No	USD	10/09/2023	3,954.90
			6647	704319	Check	1	1917	REMIT	NCS PEARSON INC	Yes	No	No	USD	10/09/2023	646.91
			6643	704320	Check	1	1871		NORTHERN DIGITAL SOLUTIONS	Yes	No	No	USD	10/09/2023	500.00
			6688	704321	Check	1	2856		NORTHLAND GLASS & GLAZING LLC	Yes	No	No	USD	10/09/2023	220.80
			6644	704322	Check	1	1907		PAN-O-GOLD BAKING CO.	Yes	No	No	USD	10/09/2023	790.50
			6645	704323	Check	1	1908		PAPA MURPHY'S	Yes	No	No	USD	10/09/2023	913.50
			6646	704324	Check	1	1911		PAR INC.	Yes	No	No	USD	10/09/2023	846.72
			6648	704325	Check	1	1920		PEPSI	Yes	No	No	USD	10/09/2023	6,323.97
			6649	704326	Check	1	1929		PIEPKORN, GREGORY	Yes	No	No	USD	10/09/2023	74.10
			6650	704327	Check	1	1936		PLANK ROAD PUBLISHING, INC.	Yes	No	No	USD	10/09/2023	72.40
			6651	704328	Check	1	1943		POPPLERS MUSIC STORE	Yes	No	No	USD	10/09/2023	275.90
			6652	704329	Check	1	1951		PRECISION PRINTING	Yes	No	No	USD	10/09/2023	362.50
			6653	704330	Check	1	1960		PRO-ED, INC.	Yes	No	No	USD	10/09/2023	729.30
			6655	704331	Check	1	1978		RAMSEY FLOORING, INC.	Yes	No	No	USD	10/09/2023	375.00
			6654	704332	Check	1	1976		RAMSEY, BRITTON	Yes	No	No	USD	10/09/2023	125.00
			6656	704333	Check	1	1980		RDO EQUIPMENT CO.	Yes	No	No	USD	10/09/2023	5,044.23
			6675	704334	Check	1	2306		REGION 1	Yes	No	No	USD	10/09/2023	6,725.00
			6657	704335	Check	1	2002		RIEKES EQUIPMENT CO.	Yes	No	No	USD	10/09/2023	500.38
			6681	704336	Check	1	2497		S & G DISTRIBUTIONS	Yes	No	No	USD	10/09/2023	75.00
			6680	704337	Check	1	2486	REMIT	SAGE PUBLICATIONS, INC.	Yes	No	No	USD	10/09/2023	59.93
			6694	704338	Check	1	3184		SCHLENNER, BRANDON	Yes	No	No	USD	10/09/2023	118.18
			6658	704339	Check	1	2050		SCHOLASTIC INC.	Yes	No	No	USD	10/09/2023	215.76
			6659	704340	Check	1	2054		SCHOOL OUTFITTERS	Yes	No	No	USD	10/09/2023	2,000.97
			6660	704341	Check	1	2056		SCHOOL SPECIALTY LLC	Yes	No	No	USD	10/09/2023	116.86
			6661	704342	Check	1	2087		SKIRTING THE RULES	Yes	No	No	USD	10/09/2023	90.00
			6662	704343	Check	1	2089		SKYWARD	Yes	No	No	USD	10/09/2023	12,208.00
			6663	704344	Check	1	2120		STAPLES	Yes	No	No	USD	10/09/2023	242.89
			6664	704345	Check	1	2138		SUCKERT, MICHAEL	Yes	No	No	USD	10/09/2023	332.21
			6689	704346	Check	1	2942		SYSCO NORTH DAKOTA, INC	Yes	No	No	USD	10/09/2023	1,403.26
			6665	704347	Check	1	2164		TEACHER SYNERGY, LLC	Yes	No	No	USD	10/09/2023	907.14
			6666	704348	Check	1	2168		TEAM LAB	Yes	No	No	USD	10/09/2023	2,100.00
			6667	704349	Check	1	2179		THERAPY SHOPPE, INC.	Yes	No	No	USD	10/09/2023	408.02
			6668	704350	Check	1	2196		TRAINING ROOM, INC.	Yes	No	No	USD	10/09/2023	400.10
			6669	704351	Check	1	2200		TRICORNE AUDIO INC.	Yes	No	No	USD	10/09/2023	2,481.86
			6670	704352	Check	1	2203		TROPHY HOUSE	Yes	No	No	USD	10/09/2023	2,922.50
			6671	704353	Check	1	2207		TWEETON REFRIGERATION, INC.	Yes	No	No	USD	10/09/2023	971.30
			6672	704354	Check	1	2226		UPPER LAKES FOODS, INC.	Yes	No	No	USD	10/09/2023	23,915.41

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0022		MW	6682	704355	Check	1	2503		VENTRIS LEARNING LLC	Yes	No	No	USD	10/09/2023	376.25
			6678	704356	Check	1	2429		WAHL, ANDY	Yes	No	No	USD	10/09/2023	382.76
			6673	704357	Check	1	2258		WEST MUSIC COMPANY	Yes	No	No	USD	10/09/2023	1,050.00
			6674	704358	Check	1	2265		WILSON, ANNA	Yes	No	No	USD	10/09/2023	100.44
			6695	704359	Check	1	1433		GREENE, MELISSA	Yes	No	No	USD	10/09/2023	33.93
			6696	704360	Check	1	2355		ISD #281	Yes	No	No	USD	10/09/2023	1,282.23
			6697	704361	Check	1	3177	REMIT	YOUNG LIFE	Yes	No	No	USD	10/09/2023	2,737.00
Bank Total: MW														\$167,498.03	
Report Total:														\$167,498.03	

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0022		MW	6818	704448	Check	1	1008		AASTUEN, BENJAMIN	Yes	No	No	USD	10/23/2023	406.22
			6934	704449	Check	1	3188		ABLENET INC.	Yes	No	No	USD	10/23/2023	705.00
			6819	704450	Check	1	1013		ACCELERATE LEARNING INC.	Yes	No	No	USD	10/23/2023	284.47
			6820	704451	Check	1	1016	REMIT	ACME TOOLS	Yes	No	No	USD	10/23/2023	198.00
			6821	704452	Check	1	1035		ALLIANCE PEST PROTECTION	Yes	No	No	USD	10/23/2023	160.00
			6822	704453	Check	1	1041		AMERICAN TIME & SIGNAL CO.	Yes	No	No	USD	10/23/2023	128.71
			6916	704454	Check	1	2439		ANDERSON'S	Yes	No	No	USD	10/23/2023	1,103.89
			6817	704455	Check	1	1003		A-OX WELDING SUPPLY CO. INC.	Yes	No	No	USD	10/23/2023	625.95
			6823	704456	Check	1	1064		ARROW ELECTRIC SUPPLY COMPAN	Yes	No	No	USD	10/23/2023	82.68
			6824	704457	Check	1	1067		ARVIG	Yes	No	No	USD	10/23/2023	680.00
			6825	704458	Check	1	1072		ASL INTERPRETING SERVICES, INC	Yes	No	No	USD	10/23/2023	598.00
			6935	704459	Check	1	3193	REMIT	BADLANDS DISTRIBUTION INC	Yes	No	No	USD	10/23/2023	1,029.78
			6941	704460	Check	1	3209		BEAUDRY OIL & PROPANE	Yes	No	No	USD	10/23/2023	340.00
			6826	704461	Check	1	1091		BECKER COUNTY ENVIRONMENTAL	Yes	No	No	USD	10/23/2023	352.00
			6827	704462	Check	1	1121		BLUE 84 SPIRIT	Yes	No	No	USD	10/23/2023	902.00
			6828	704463	Check	1	1128		BOBCAT COMPANY	Yes	No	No	USD	10/23/2023	55,199.44
			6829	704464	Check	1	1143		BRENCO CORP.	Yes	No	No	USD	10/23/2023	440.38
			6918	704465	Check	1	2490		BUCHHOLTZ, SHANNON	Yes	No	No	USD	10/23/2023	287.07
			6830	704466	Check	1	1176		CARRIER, JOSEPH	Yes	No	No	USD	10/23/2023	45.67
			6831	704467	Check	1	1187	REMIT	CENGAGE LEARNING	Yes	No	No	USD	10/23/2023	1,050.00
			6832	704468	Check	1	1192		CENTRAL MARKET	Yes	No	No	USD	10/23/2023	76.91
			6931	704469	Check	1	3155	REMIT	CENTRAL MCGOWAN	Yes	No	No	USD	10/23/2023	474.82
			6926	704470	Check	1	2770		CHILED A INSTITUTE, LLC	Yes	No	No	USD	10/23/2023	9,974.20
			6833	704471	Check	1	1201		CITI CARGO & STORAGE	Yes	No	No	USD	10/23/2023	150.00
			6834	704472	Check	1	1202		CITY OF DETROIT LAKES	Yes	No	No	USD	10/23/2023	125,675.00
			6936	704473	Check	1	3199		COACH CLIFFS GAGA BALL PITS LLC	Yes	No	No	USD	10/23/2023	745.00
			6835	704474	Check	1	1228	REMIT	CRISIS PREVENTION INSTITUTE	Yes	No	No	USD	10/23/2023	200.00
			6836	704475	Check	1	1231		CULINEX	Yes	No	No	USD	10/23/2023	4,367.62
			6837	704476	Check	1	1244		DACOTAH PAPER COMPANY	Yes	No	No	USD	10/23/2023	4,348.91
			6923	704477	Check	1	2619		DALY, MICHAEL	Yes	No	No	USD	10/23/2023	58.46
			6838	704478	Check	1	1250		DAN SCHLAUDERAFF SERVICES LLC	Yes	No	No	USD	10/23/2023	925.00
			6839	704479	Check	1	1253		DAVID B. KNOPF CONSTRUCTION	Yes	No	No	USD	10/23/2023	3,266.50
			6913	704480	Check	1	2322		DELL MARKETING L.P.	Yes	No	No	USD	10/23/2023	5,854.00
			6840	704481	Check	1	1269		DETROIT LAKES CHIROPRACTIC	Yes	No	No	USD	10/23/2023	110.00
			6841	704482	Check	1	1270		DETROIT LAKES DISPOSAL	Yes	No	No	USD	10/23/2023	4,971.67
			6842	704483	Check	1	1305		EAST SIDE JERSEY DAIRY ESJD	Yes	No	No	USD	10/23/2023	6,357.66
			6924	704484	Check	1	2713		EAU CLAIRE JAZZ INC.	Yes	No	No	USD	10/23/2023	600.00
			6925	704485	Check	1	2718	REMIT	ECKROTH MUSIC	Yes	No	No	USD	10/23/2023	339.53
			6912	704486	Check	1	2317		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	10/23/2023	394.45
			6843	704487	Check	1	1320		EIDE BAILLY LLP	Yes	No	No	USD	10/23/2023	26,820.00
			6845	704488	Check	1	1336	P.T.	ESSENTIA HEALTH	Yes	No	No	USD	10/23/2023	3,097.50

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0022		MW	6844	704489	Check	1	1329		ESX TECHNOLOGY SOLUTIONS, LLC	Yes	No	No	USD	10/23/2023	763.00
			6846	704490	Check	1	1375		FLINN SCIENTIFIC INC.	Yes	No	No	USD	10/23/2023	788.59
			6847	704491	Check	1	1395		FRONTLINE TECHNOLOGIES GROUF	Yes	No	No	USD	10/23/2023	3,218.29
			6848	704492	Check	1	1402		GAG, KELLY	Yes	No	No	USD	10/23/2023	691.49
			6849	704493	Check	1	1409		GERRELL'S SPORT CENTER	Yes	No	No	USD	10/23/2023	1,175.81
			6850	704494	Check	1	1426		GRAINGER, INC.	Yes	No	No	USD	10/23/2023	40.22
			6851	704495	Check	1	1432		GREEN'S PLUMBING & MODERN HE/	Yes	No	No	USD	10/23/2023	12,307.93
			6920	704496	Check	1	2547		GRIMCO INC.	Yes	No	No	USD	10/23/2023	1,327.20
			6852	704497	Check	1	1451		HANNESSON, MARGARET	Yes	No	No	USD	10/23/2023	85.81
			6853	704498	Check	1	1481		HERZOG ROOFING, INC.	Yes	No	No	USD	10/23/2023	75.00
			6854	704499	Check	1	1487		HILLYARD / HUTCHINSON	Yes	No	No	USD	10/23/2023	6,811.21
			6855	704500	Check	1	1502		HOLMQUIST, MELANIE	Yes	No	No	USD	10/23/2023	99.82
			6856	704501	Check	1	1520		HUMAN RELATIONS MEDIA	Yes	No	No	USD	10/23/2023	335.89
			6914	704502	Check	1	2409	REMIT	HUT AMERICAN GROUP LLC	Yes	No	No	USD	10/23/2023	1,526.97
			6857	704503	Check	1	1529		ICS CONSULTING, LLC -138006	Yes	No	No	USD	10/23/2023	8,000.00
			6858	704504	Check	1	1563		INTERQUEST DETECTION CANINES	Yes	No	No	USD	10/23/2023	680.00
			6939	704505	Check	1	3202		ITZEN, BECKY	Yes	No	No	USD	10/23/2023	15.67
			6938	704506	Check	1	3201		JOHNSON, MARY	Yes	No	No	USD	10/23/2023	960.00
			6859	704507	Check	1	1638	REMIT	L&M FLEET SUPPLY, INC.	Yes	No	No	USD	10/23/2023	567.87
			6860	704508	Check	1	1648		LAKER LOCKER	Yes	No	No	USD	10/23/2023	45.00
			6861	704509	Check	1	1649		LAKES COUNTRY SERVICE CO-OP	Yes	No	No	USD	10/23/2023	26,127.00
			6862	704510	Check	1	1673		LEIGHTON BROADCASTING	Yes	No	No	USD	10/23/2023	219.00
			6863	704511	Check	1	1682		LINDSTROM, LISA	Yes	No	No	USD	10/23/2023	173.58
			6864	704512	Check	1	1707		MARK'S ELECTRIC INC.	Yes	No	No	USD	10/23/2023	7,340.82
			6922	704513	Check	1	2598		MATT'S MOBILE DIESEL SERVICE	Yes	No	No	USD	10/23/2023	1,931.90
			6865	704514	Check	1	1736		MENARDS - DETROIT LAKES	Yes	No	No	USD	10/23/2023	2,834.00
			6866	704515	Check	1	1739	REMIT	METROPOLITAN MECHANICAL CONT	Yes	No	No	USD	10/23/2023	622.75
			6867	704516	Check	1	1753		MILLER YARD CARE AND CONSTRUC	Yes	No	No	USD	10/23/2023	608.00
			6868	704517	Check	1	1759		MINNESOTA FLYERS GYMNASTICS, I	Yes	No	No	USD	10/23/2023	17,500.00
			6869	704518	Check	1	1761		MINNESOTA SCHOOL BOARDS ASSC	Yes	No	No	USD	10/23/2023	210.00
			6927	704519	Check	1	2822		MISSION MECHANICAL	Yes	No	No	USD	10/23/2023	4,560.00
			6933	704520	Check	1	3187		MN ASSOCIATION OF HONOR SOCIE	Yes	No	No	USD	10/23/2023	60.00
			6919	704521	Check	1	2539		MN ASSOCIATION OF STUDENT CC	Yes	No	No	USD	10/23/2023	85.00
			6870	704522	Check	1	1780		MN ELEM. SCHOOL PRINCIPAL ASSC	Yes	No	No	USD	10/23/2023	175.00
			6871	704523	Check	1	1787		MN STATE COMMUNITY & TECHNICA	Yes	No	No	USD	10/23/2023	154.81
			6930	704524	Check	1	3116		MONARCH WATCH	Yes	No	No	USD	10/23/2023	202.00
			6915	704525	Check	1	2420	REMIT	MRI SOFTWARE LLC	Yes	No	No	USD	10/23/2023	10.00
			6872	704526	Check	1	1827		MYERS, CARA	Yes	No	No	USD	10/23/2023	57.35
			6873	704527	Check	1	1833	REMIT	NASCO EDUCATION	Yes	No	No	USD	10/23/2023	64.74
			6937	704528	Check	1	3200		NEWTON, DIANE	Yes	No	No	USD	10/23/2023	95.69
			6874	704529	Check	1	1868		NORTH COUNTRY BUSINESS PRODU	Yes	No	No	USD	10/23/2023	1,323.00

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0022		MW	6875	704530	Check	1	1876		NUMOTION	Yes	No	No	USD	10/23/2023	59.20
			6876	704531	Check	1	1901		OTIS ELEVATOR COMPANY	Yes	No	No	USD	10/23/2023	755.00
			6877	704532	Check	1	1902		OUTLET RECREATION.COM -DETRO	Yes	No	No	USD	10/23/2023	44.98
			6878	704533	Check	1	1907		PAN-O-GOLD BAKING CO.	Yes	No	No	USD	10/23/2023	900.28
			6879	704534	Check	1	1908		PAPA MURPHY'S	Yes	No	No	USD	10/23/2023	323.75
			6929	704535	Check	1	3096	REMIT	PENGUIN RANDOM HOUSE LLC	Yes	No	No	USD	10/23/2023	483.75
			6880	704536	Check	1	1920		PEPSI	Yes	No	No	USD	10/23/2023	1,571.58
			6881	704537	Check	1	1943		POPPLERS MUSIC STORE	Yes	No	No	USD	10/23/2023	347.82
			6882	704538	Check	1	1951		PRECISION PRINTING	Yes	No	No	USD	10/23/2023	361.00
			6883	704539	Check	1	1954		PREMIUM WATERS, INC.	Yes	No	No	USD	10/23/2023	108.98
			6884	704540	Check	1	2002		RIEKES EQUIPMENT CO.	Yes	No	No	USD	10/23/2023	851.67
			6921	704541	Check	1	2575	REMIT	ROSETTA STONE LLC	Yes	No	No	USD	10/23/2023	600.00
			6886	704542	Check	1	2019		RUSCO WINDOW COMPANY, INC.	Yes	No	No	USD	10/23/2023	375.00
			6887	704543	Check	1	2020		RWP, INC.	Yes	No	No	USD	10/23/2023	1,500.00
			6888	704544	Check	1	2031		SANNES, KIERA	Yes	No	No	USD	10/23/2023	151.57
			6889	704545	Check	1	2033		SAVIG, JENNIFER	Yes	No	No	USD	10/23/2023	65.76
			6917	704546	Check	1	2442		SAZAMA, JEFFREY	Yes	No	No	USD	10/23/2023	322.00
			6890	704547	Check	1	2036		SCAN AIR FILTER, INC.	Yes	No	No	USD	10/23/2023	4,375.29
			6891	704548	Check	1	2050		SCHOLASTIC INC.	Yes	No	No	USD	10/23/2023	395.60
			6892	704549	Check	1	2054		SCHOOL OUTFITTERS	Yes	No	No	USD	10/23/2023	1,270.82
			6893	704550	Check	1	2074		SEPTIC VAC	Yes	No	No	USD	10/23/2023	435.00
			6894	704551	Check	1	2089		SKYWARD	Yes	No	No	USD	10/23/2023	7,538.00
			6895	704552	Check	1	2092		SMALLWOOD LOCK SUPPLY	Yes	No	No	USD	10/23/2023	66.80
			6885	704553	Check	1	2018		SQUIRES, WALDSPURGER & MACE,	Yes	No	No	USD	10/23/2023	79.50
			6896	704554	Check	1	2120		STAPLES	Yes	No	No	USD	10/23/2023	244.59
			6897	704555	Check	1	2128		STELLHER HUMAN SERVICES, INC.	Yes	No	No	USD	10/23/2023	26,800.00
			6898	704556	Check	1	2129		STENERSON BROS. LUMBER CO.	Yes	No	No	USD	10/23/2023	69.98
			6899	704557	Check	1	2130		STENSGARD, CARMEN	Yes	No	No	USD	10/23/2023	191.38
			6900	704558	Check	1	2139		SUMMIT FIRE PROTECTION	Yes	No	No	USD	10/23/2023	491.25
			6928	704559	Check	1	2942		SYSCO NORTH DAKOTA, INC	Yes	No	No	USD	10/23/2023	2,843.95
			6940	704560	Check	1	3208		THE LION HEART EXPERIENCE LLC	Yes	No	No	USD	10/23/2023	8,500.00
			6901	704561	Check	1	2182		THORSON, JOHNNA	Yes	No	No	USD	10/23/2023	165.19
			6902	704562	Check	1	2183		THORWALDSEN, SHEA	Yes	No	No	USD	10/23/2023	218.12
			6903	704563	Check	1	2188		TOLLEFSON, AMY	Yes	No	No	USD	10/23/2023	53.58
			6904	704564	Check	1	2191		TORGERSON, HEATHER	Yes	No	No	USD	10/23/2023	136.31
			6906	704565	Check	1	2207		TWEETON REFRIGERATION, INC.	Yes	No	No	USD	10/23/2023	834.59
			6905	704566	Check	1	2206		TWEETON, TRACEY	Yes	No	No	USD	10/23/2023	126.81
			6932	704567	Check	1	3186		UltimateSLP Learnix, LLC	Yes	No	No	USD	10/23/2023	792.72
			6907	704568	Check	1	2226		UPPER LAKES FOODS, INC.	Yes	No	No	USD	10/23/2023	20,544.87
			6908	704569	Check	1	2239		VOLUMECASES	Yes	No	No	USD	10/23/2023	4,326.10
			6909	704570	Check	1	2252		WEBBER FAMILY MOTORS	Yes	No	No	USD	10/23/2023	57.93

# 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	6910	704571	Check	1	2260		WESTERN PSYCHOLOGICAL SERVIC	Yes	No	No	USD	10/23/2023	600.20
			6911	704572	Check	1	2282		ZERR BERG	Yes	No	No	USD	10/23/2023	1,381.65
														Bank Total: MW	\$458,659.47
														Report Total:	\$458,659.47

## HAND PAYABLE SUMMARY SEPTEMBER 2023

Bank	Pmt No	Check No	Pay Type	VENDOR	DATE	AMOUNT
MW	6077		Wire	CASH-WA DISTRIBUTING CO.	9/5/2023	\$ 1,240.07
MW	6078		Wire	CITY OF DETROIT LAKES	9/5/2023	\$ 916.86
MW	6079		Wire	CONSTELLATION NEW ENERGY GAS D	9/5/2023	\$ 723.92
MW	6080		Wire	EMC INSURANCE COMPANIES	9/5/2023	\$ 16,935.06
MW	6081		Wire	LAKES COUNTRY SERVICE CO-OP INSURANCE POOL	9/5/2023	\$ 283,145.86
MW	6095		Wire	PERFORMANCE FOODSERVICE	9/5/2023	\$ 659.42
MW	6096		Wire	PERFORMANCE FOODSERVICE	9/5/2023	\$ 2,481.36
MW	6216		Wire	MINNESOTA STATE RETIREMENT SYS	9/8/2023	\$ 7,052.50
MW	6217		Wire	AVIBEN	9/8/2023	\$ 10,435.32
MW	6218		Wire	CAPITAL ONE TRADE CREDIT	9/7/2023	\$ 82.34
MW	6219		Wire	MINNESOTA ENERGY RESOURCES	9/7/2023	\$ 64.95
MW	6220		Wire	MINNESOTA ENERGY RESOURCES	9/7/2023	\$ 53.33
MW	6241		Wire	WEX HEALTH INC - HSA/FLEX	9/8/2023	\$ 2,534.73
MW	6262		Wire	PUBLIC EMPLOYEES RETIREMENT ASSOC	9/12/2023	\$ 17,893.27
MW	6263		Wire	MN TEACHERS RETIREMENT ASSOC.	9/12/2023	\$ 23,903.78
MW	6264		Wire	CASH-WA DISTRIBUTING CO.	9/13/2023	\$ 1,128.91
MW	6270		Wire	MINNESOTA ENERGY RESOURCES	9/13/2023	\$ 26.62
MW	6271		Wire	MINNESOTA ENERGY RESOURCES	9/13/2023	\$ 264.85
MW	6272		Wire	PERFORMANCE FOODSERVICE	9/13/2023	\$ 7,407.88
MW	6273		Wire	MN DEPT OF REVENUE -SALES TAX	9/13/2023	\$ 49.00
MW	6290		Wire	BIX PRODUCE	9/13/2023	\$ 5,185.52
MW	6291		Wire	AMAZON	9/15/2023	\$ 18,564.51
MW	6293		Wire	INTERNAL REVENUE SERVICE	9/15/2023	\$ 181,880.92
MW	6294		Wire	MN DEPT OF REVENUE -PAYROLL TAXES	9/15/2023	\$ 29,881.62
MW	6315		Wire	MINNESOTA ENERGY RESOURCES	9/18/2023	\$ 67.68
MW	6316		Wire	PERFORMANCE FOODSERVICE	9/18/2023	\$ 95.51
MW	6446		Wire	INTERNAL REVENUE SERVICE	9/18/2023	\$ 150.27
MW	6447		Wire	MN DEPT OF REVENUE -PAYROLL TAXES	9/18/2023	\$ 23.86
MW	6448		Wire	CITY OF DETROIT LAKES	9/13/2023	\$ 21,170.48
MW	6449		Wire	CITY OF DETROIT LAKES	9/13/2023	\$ 194.69
MW	6450		Wire	CITY OF DETROIT LAKES	9/13/2023	\$ 364.20
MW	6451		Wire	CITY OF DETROIT LAKES	9/13/2023	\$ 8,325.37
MW	6474		Wire	WEX HEALTH INC - HSA/FLEX	9/22/2023	\$ 13,037.64
MW	6475		Wire	MINNESOTA STATE RETIREMENT SYS	9/22/2023	\$ 13,795.18
MW	6476		Wire	AVIBEN	9/22/2023	\$ 39,211.99
MW	6477		Wire	BIX PRODUCE	9/22/2023	\$ 5,059.69
MW	6478		Wire	CASH-WA DISTRIBUTING CO.	9/22/2023	\$ 625.23
MW	6479		Wire	MINNESOTA ENERGY RESOURCES	9/22/2023	\$ 69.24
MW	6480		Wire	MINNESOTA ENERGY RESOURCES	9/22/2023	\$ 264.29
MW	6481		Wire	PERFORMANCE FOODSERVICE	9/22/2023	\$ 4,769.55
MW	6482		Wire	PERFORMANCE FOODSERVICE	9/22/2023	\$ 94.43
MW	6483		Wire	VERIZON WIRELESS	9/22/2023	\$ 636.00
MW	6484		Wire	VERIZON WIRELESS	9/22/2023	\$ 555.74
MW	6485		Wire	USPS.COM	9/22/2023	\$ 950.53
MW	6486		Wire	MIDCO COMMUNICATIONS	9/22/2023	\$ 2,200.39
MW	6487		Wire	MIDCO COMMUNICATIONS	9/22/2023	\$ 200.00
MW	6488		Wire	MIDCO COMMUNICATIONS	9/22/2023	\$ 200.00
MW	6489		Wire	MIDCO COMMUNICATIONS	9/22/2023	\$ 200.00
MW	6490		Wire	MIDCO COMMUNICATIONS	9/22/2023	\$ 200.00
MW	6491		Wire	MIDCO COMMUNICATIONS	9/22/2023	\$ 200.00
MW	6492		Wire	MIDCO COMMUNICATIONS	9/22/2023	\$ 200.00
MW	6493		Wire	MIDCO COMMUNICATIONS	9/22/2023	\$ 200.00
MW	6504		Wire	CITY OF DETROIT LAKES	9/25/2023	\$ 135.71
MW	6505		Wire	CITY OF DETROIT LAKES	9/25/2023	\$ 25,113.30
MW	6506		Wire	CITY OF DETROIT LAKES	9/25/2023	\$ 499.30
MW	6507		Wire	CITY OF DETROIT LAKES	9/25/2023	\$ 1,294.53
MW	6508		Wire	CITY OF DETROIT LAKES	9/25/2023	\$ 275.19
MW	6509		Wire	CITY OF DETROIT LAKES	9/25/2023	\$ 578.96
MW	6510		Wire	PERFORMANCE FOODSERVICE	9/25/2023	\$ 3,363.40
MW	6537		Wire	PUBLIC EMPLOYEES RETIREMENT ASSOC	9/28/2023	\$ 24,025.49
MW	6538		Wire	MN TEACHERS RETIREMENT ASSOC.	9/28/2023	\$ 120,585.39
MW	6539		Wire	BIX PRODUCE	9/28/2023	\$ 3,267.76

MW	6540		Wire	CASH-WA DISTRIBUTING CO.	9/28/2023	\$	3,346.74
MW	6541		Wire	MINNESOTA ENERGY RESOURCES	9/28/2023	\$	3,191.87
MW	6542		Wire	MINNESOTA ENERGY RESOURCES	9/28/2023	\$	869.85
MW	6543		Wire	MINNESOTA ENERGY RESOURCES	9/28/2023	\$	826.69
MW	6544		Wire	PERFORMANCE FOODSERVICE	9/28/2023	\$	3,645.43
MW	6545		Wire	QUADIENT FINANCE USA, INC.	9/28/2023	\$	1,000.00
MW	6546		Wire	METLIFE	9/28/2023	\$	5,801.01
MW	6568		Wire	INTERNAL REVENUE SERVICE	9/29/2023	\$	230,991.70
MW	6569		Wire	MN DEPT OF REVENUE -PAYROLL TAXES	9/29/2023	\$	37,728.58
MW	6594		Wire	MIDWEST BANK	9/30/2023	\$	10.00
MW	6595		Wire	MIDWEST BANK	9/30/2023	\$	10.00
MW	6596		Wire	MIDWEST BANK	9/30/2023	\$	4.00
MW	6597		Wire	MIDWEST BANK	9/30/2023	\$	10.00
MW	6598		Wire	MIDWEST BANK	9/30/2023	\$	4.00
MW	6599		Wire	MIDWEST BANK	9/30/2023	\$	4.00
MW	6600		Wire	MIDWEST BANK	9/30/2023	\$	10.00
MW	6601		Wire	MIDWEST BANK	9/30/2023	\$	100.00
MW	6602		Wire	MIDWEST BANK	9/30/2023	\$	10.00
MW	6603		Wire	AUTHORIZE.NET GATEWAY BILLING	9/30/2023	\$	25.00
MW	6604		Wire	VANTIV BILLING / WORLDPAY	9/30/2023	\$	87.90
MW	6605		Wire	REVTRAK	9/30/2023	\$	29.95
MW	6606		Wire	TRANSFIRST AFFINETY	9/30/2023	\$	1,890.58
MW	6607		Wire	WEX HEALTH INC	9/30/2023	\$	390.50
MW	6608		Wire	WEX HEALTH INC	9/30/2023	\$	1,835.15
MW	5598	703499	Check	GREENE, MELISSA	9/13/2023	\$	(33.93)
MW	6093	703854	Check	BOEHM, VANESSA	9/5/2023	\$	160.26
MW	6090	703855	Check	COLEMAN, CHRIS	9/5/2023	\$	180.96
MW	6086	703856	Check	DILLARD, MARY	9/5/2023	\$	175.98
MW	6089	703857	Check	HAMM, MACKENZIE	9/5/2023	\$	30.00
MW	6088	703858	Check	HAMM, MIKE	9/5/2023	\$	30.00
MW	6094	703859	Check	MADISON NATIONAL LIFE INSURANCE	9/5/2023	\$	2,268.08
MW	6083	703860	Check	NERESON AUTOMOTIVE INC.	9/5/2023	\$	28,785.63
MW	6087	703861	Check	PETERSON, JEREMY	9/5/2023	\$	30.00
MW	6092	703862	Check	SCHORNACK, JENNA	9/5/2023	\$	60.00
MW	6084	703863	Check	SCHULTZ BUS COMPANY	9/5/2023	\$	4,508.30
MW	6091	703864	Check	STORRUSTEN, DAN	9/5/2023	\$	180.96
MW	6085	703865	Check	STUEWE, LUKE	9/5/2023	\$	80.00
MW	6229	703972	Check	BAER, KARI	9/7/2023	\$	116.00
MW	6223	703973	Check	BURNSIDE, BRADY	9/7/2023	\$	138.00
MW	6233	703975	Check	EVERT, CHUCK	9/7/2023	\$	135.00
MW	6232	703976	Check	FENSKE, BRADY	9/7/2023	\$	160.00
MW	6227	703977	Check	FRANK, JENNIFER	9/7/2023	\$	116.00
MW	6228	703978	Check	FRANK, THOMAS	9/7/2023	\$	60.00
MW	6230	703979	Check	GRAHAM, HUNTER	9/7/2023	\$	160.00
MW	6224	703980	Check	HANSEN, PHIL	9/7/2023	\$	160.00
MW	6239	703981	Check	HANSON, JOSHUA	9/7/2023	\$	204.50
MW	6237	703982	Check	HIRST, IVAN	9/7/2023	\$	135.00
MW	6222	703983	Check	HOGANSON, MICHAEL	9/7/2023	\$	160.00
MW	6236	703984	Check	JOHNSON, MATT	9/7/2023	\$	135.00
MW	6234	703985	Check	JOHNSON, RYAN	9/7/2023	\$	135.00
MW	6221	703986	Check	LAKES COMMUNITY COOPERATIVE	9/7/2023	\$	2,525.38
MW	6240	703987	Check	MUSTFUL, BRANDON	9/7/2023	\$	254.23
MW	6238	703988	Check	ROTH, ANTHONY	9/7/2023	\$	252.26
MW	6226	703989	Check	SCOLLEY, MIKE	9/7/2023	\$	160.00
MW	6225	703990	Check	SPECHT, ART	9/7/2023	\$	160.00
MW	6235	703991	Check	STRAND, BRAD	9/7/2023	\$	135.00
MW	6256	703992	Check	BAER, KARI	9/11/2023	\$	66.50
MW	6254	703993	Check	BAS DANCE STUDIO	9/11/2023	\$	200.00
MW	6250	703994	Check	BURNSIDE, BRADY	9/11/2023	\$	79.00
MW	6251	703995	Check	BURNSIDE, BRADY	9/11/2023	\$	66.50
MW	6258	703996	Check	CARLSON, DAULTON	9/11/2023	\$	160.00
MW	6259	703997	Check	CARLSON, DAULTON	9/11/2023	\$	80.00
MW	6242	703998	Check	CAULFIELD STUDIO	9/11/2023	\$	550.00
MW	6260	703999	Check	FENSKE, BRADY	9/11/2023	\$	80.00
MW	6253	704000	Check	FRANK, JENNIFER	9/11/2023	\$	66.50
MW	6243	704001	Check	GREAT NORTH PIZZA, INC	9/11/2023	\$	3,854.50
MW	6255	704002	Check	GULSETH, JAEGER	9/11/2023	\$	80.00

MW	6244	704003	Check	HOGANSON, MICHAEL	9/11/2023	\$	80.00
MW	6261	704006	Check	SALU, PHILIP	9/11/2023	\$	196.95
MW	6257	704007	Check	SCHORNACK, JENNA	9/11/2023	\$	60.00
MW	6245	704008	Check	SOLUM, RACHEL	9/11/2023	\$	541.16
MW	6252	704009	Check	SPECHT, ART	9/11/2023	\$	80.00
MW	6248	704010	Check	STUEWE, LUKE	9/11/2023	\$	80.00
MW	6249	704011	Check	VAVE, SAILASA	9/11/2023	\$	125.50
MW	6274	704012	Check	ANDERSON COACH OF FRAZEE, INC.	9/13/2023	\$	12,035.60
MW	6285	704013	Check	CALVIN AND ANNE SCHOW	9/13/2023	\$	1,245.75
MW	6288	704014	Check	CARLSON, DAULTON	9/13/2023	\$	80.00
MW	6282	704015	Check	FRANK, JENNIFER	9/13/2023	\$	116.00
MW	6283	704016	Check	FRANK, JENNIFER	9/13/2023	\$	116.00
MW	6275	704017	Check	HOGANSON, MICHAEL	9/13/2023	\$	80.00
MW	6278	704018	Check	JOHNSON, CHARLIE	9/13/2023	\$	135.00
MW	6277	704019	Check	JORGENSON, MARK	9/13/2023	\$	191.33
MW	6284	704020	Check	KRAMER, DANIEL	9/13/2023	\$	237.23
MW	6286	704021	Check	KROON, MATTHYS	9/13/2023	\$	354.76
MW	6281	704022	Check	LAKEVIEW GREENHOUSES	9/13/2023	\$	249.00
MW	6276	704023	Check	MELONHEAD FARM	9/13/2023	\$	288.00
MW	6289	704024	Check	SALU, PHILIP	9/13/2023	\$	187.45
MW	6287	704025	Check	SCHORNACK, JENNA	9/13/2023	\$	60.00
MW	6279	704026	Check	VAVE, SAILASA	9/13/2023	\$	125.50
MW	6280	704027	Check	VAVE, SAILASA	9/13/2023	\$	125.50
MW	6292	704028	Check	DOMINO'S PIZZA	9/15/2023	\$	387.56
MW	6297	704029	Check	AFSCME COUNCIL 65	9/15/2023	\$	319.68
MW	6295	704030	Check	AMERICAN FAMILY LIFE ASSURANCE CO	9/15/2023	\$	172.45
MW	6299	704031	Check	D. L. ATHLETIC FOUNDATION	9/15/2023	\$	165.00
MW	6300	704032	Check	D.L. PUBLIC EDUC FOUNDATION	9/15/2023	\$	30.00
MW	6296	704033	Check	MINNESOTA CHILD SUPPORT	9/15/2023	\$	742.50
MW	6302	704034	Check	MN SCHOOL EMPLOYEES ASSOC.	9/15/2023	\$	168.75
MW	6301	704035	Check	SUPPORT PAYMENT CLEARINGHOUSE	9/15/2023	\$	335.91
MW	6298	704036	Check	UNITED WAY OF BECKER COUNTY	9/15/2023	\$	255.00
MW	6303	704037	Check	ARVIG COMMUNICATION SYSTEMS	9/18/2023	\$	557.77
MW	6309	704038	Check	FRANK, JENNIFER	9/18/2023	\$	116.00
MW	6312	704039	Check	FREUDENBERG, JARED	9/18/2023	\$	221.33
MW	6313	704040	Check	KASSUBE, DON	9/18/2023	\$	165.00
MW	6314	704041	Check	MAUCORT, BERNARD	9/18/2023	\$	187.45
MW	6304	704042	Check	MOLLBERG, KENT	9/18/2023	\$	400.00
MW	6310	704043	Check	SCHORNACK, JENNA	9/18/2023	\$	120.00
MW	6308	704044	Check	SCOLLEY, MIKE	9/18/2023	\$	82.50
MW	6311	704045	Check	SONGSTAD, DALTON	9/18/2023	\$	500.00
MW	6307	704046	Check	SPECHT, ART	9/18/2023	\$	82.50
MW	6305	704047	Check	STUEWE, LUKE	9/18/2023	\$	80.00
MW	6306	704048	Check	VAVE, SAILASA	9/18/2023	\$	125.50
MW	6471	704178	Check	ALOMAR, ALI	9/21/2023	\$	184.83
MW	6462	704179	Check	BAER, KARI	9/21/2023	\$	116.00
MW	6452	704180	Check	DETROIT LAKES FLORAL & GIFTS	9/21/2023	\$	301.64
MW	6460	704181	Check	FRANK, JENNIFER	9/21/2023	\$	116.00
MW	6461	704182	Check	FRANK, JENNIFER	9/21/2023	\$	116.00
MW	6466	704183	Check	FUHS, TAYLOR	9/21/2023	\$	135.00
MW	6465	704184	Check	GRAND FORKS PUBLIC SCHOOLS	9/21/2023	\$	300.00
MW	6464	704186	Check	GULER, BRIAN	9/21/2023	\$	135.00
MW	6459	704187	Check	HAWLEY HIGH SCHOOL	9/21/2023	\$	200.00
MW	6472	704188	Check	HOPKINS HIGH SCHOOL	9/21/2023	\$	500.00
MW	6473	704189	Check	ISD # 2164	9/21/2023	\$	100.00
MW	6454	704190	Check	LAKER LOCKER	9/21/2023	\$	90.00
MW	6470	704191	Check	LINDBERG, JAN-ERIK	9/21/2023	\$	135.00
MW	6455	704192	Check	MARTIN, DUSTIN	9/21/2023	\$	203.94
MW	6456	704193	Check	PIEPKORN, GREGORY	9/21/2023	\$	3,352.00
MW	6457	704194	Check	PIRATE RADIO PRODUCTIONS	9/21/2023	\$	500.00
MW	6468	704195	Check	RIEWER, MIKE	9/21/2023	\$	135.00
MW	6467	704196	Check	SABANOVIC, KEMAL	9/21/2023	\$	198.26
MW	6469	704197	Check	SWEGARDEN, MASON	9/21/2023	\$	135.00
MW	6458	704198	Check	TROPHY HOUSE	9/21/2023	\$	133.00
MW	6463	704199	Check	ZAVALA, RUBEN	9/21/2023	\$	156.94
MW	6498	704200	Check	BERGMAN, BRIDGETTE	9/22/2023	\$	167.65
MW	6496	704201	Check	CALVIN AND ANNE SCHOW	9/22/2023	\$	987.50

MW	6497	704202	Check	KROON, MATTHYS	9/22/2023	\$	189.88
MW	6495	704203	Check	LAKEVIEW GREENHOUSES	9/22/2023	\$	226.00
MW	6499	704204	Check	MADISON NATIONAL LIFE INSURANCE	9/22/2023	\$	2,155.54
MW	6494	704205	Check	MELONHEAD FARM	9/22/2023	\$	288.00
MW	6500	704206	Check	EITER, TERRY	9/25/2023	\$	80.00
MW	6503	704207	Check	FENSKE, BRADY	9/25/2023	\$	80.00
MW	6502	704208	Check	GULSETH, JAEGER	9/25/2023	\$	82.50
MW	6501	704209	Check	JOHNSON, BRANDON	9/25/2023	\$	82.50
MW	6530	704210	Check	ALLEN, BOB	9/26/2023	\$	60.00
MW	6532	704211	Check	ALOMAR, ALI	9/26/2023	\$	181.83
MW	6526	704212	Check	BARBERG, ANDREW	9/26/2023	\$	30.00
MW	6523	704213	Check	BARBERG, JOB	9/26/2023	\$	30.00
MW	6525	704214	Check	BARBERG, MICAH	9/26/2023	\$	30.00
MW	6513	704215	Check	BURNSIDE, BRADY	9/26/2023	\$	125.50
MW	6516	704216	Check	DILLARD, MARY	9/26/2023	\$	175.98
MW	6514	704217	Check	FRANK, JENNIFER	9/26/2023	\$	116.00
MW	6529	704219	Check	HAMAR, TERRY	9/26/2023	\$	60.00
MW	6520	704220	Check	HAMM, MACKENZIE	9/26/2023	\$	30.00
MW	6519	704221	Check	HAMM, MIKE	9/26/2023	\$	30.00
MW	6536	704222	Check	HARTZE, STEVEN	9/26/2023	\$	116.00
MW	6534	704223	Check	MARTIN, TIM	9/26/2023	\$	30.00
MW	6522	704224	Check	MONONO, EWUMBUA	9/26/2023	\$	185.76
MW	6521	704225	Check	MOTUBA, DIOMO	9/26/2023	\$	128.50
MW	6518	704226	Check	PETERSON, JEREMY	9/26/2023	\$	30.00
MW	6531	704228	Check	SABANOVIC, KEMAL	9/26/2023	\$	116.00
MW	6517	704229	Check	SLACK, DEB	9/26/2023	\$	160.26
MW	6512	704231	Check	VAVE, SAILASA	9/26/2023	\$	128.50
MW	6524	704232	Check	WENDT, MIKE	9/26/2023	\$	30.00
MW	6528	704233	Check	WHEELING, DARREN	9/26/2023	\$	60.00
MW	6527	704234	Check	WHEELING, NICOLE	9/26/2023	\$	60.00
MW	6533	704235	Check	WHITEHEAD, SIMON	9/26/2023	\$	216.27
MW	6552	704236	Check	CALVIN AND ANNE SCHOW	9/28/2023	\$	971.25
MW	6547	704237	Check	HEFTA, REED	9/28/2023	\$	389.37
MW	6548	704238	Check	JB'S CUSTOM APPAREL	9/28/2023	\$	1,566.00
MW	6555	704239	Check	KROON, MATTHYS	9/28/2023	\$	220.88
MW	6551	704240	Check	LAKEVIEW GREENHOUSES	9/28/2023	\$	226.00
MW	6549	704241	Check	OCHSNER, NATHAN	9/28/2023	\$	140.49
MW	6554	704242	Check	PETERSON, STUART	9/28/2023	\$	1,152.00
MW	6556	704243	Check	PIZZA RANCH	9/28/2023	\$	456.25
MW	6550	704244	Check	SWOBODA, KARI	9/28/2023	\$	242.33
MW	6553	704245	Check	VONRUDEN, MARY	9/28/2023	\$	430.96
MW	6563	704246	Check	BAER, KARI	9/29/2023	\$	66.50
MW	6564	704247	Check	CARLSON, DAULTON	9/29/2023	\$	82.50
MW	6565	704248	Check	FENSKE, BRADY	9/29/2023	\$	82.50
MW	6561	704249	Check	FRANK, JENNIFER	9/29/2023	\$	125.50
MW	6558	704250	Check	HANSEN, PHIL	9/29/2023	\$	82.50
MW	6562	704251	Check	JOHNSON, BRANDON	9/29/2023	\$	82.50
MW	6566	704252	Check	PLAMBECK, JOHN	9/29/2023	\$	198.26
MW	6557	704253	Check	SCHOENBERGER, JENNA	9/29/2023	\$	180.00
MW	6560	704254	Check	SCOLLEY, MIKE	9/29/2023	\$	82.50
MW	6559	704255	Check	SPECHT, ART	9/29/2023	\$	82.50
MW	6572	704256	Check	AFSCME COUNCIL 65	9/29/2023	\$	311.75
MW	6570	704257	Check	AMERICAN FAMILY LIFE ASSURANCE CO	9/29/2023	\$	230.25
MW	6574	704258	Check	D. L. ATHLETIC FOUNDATION	9/29/2023	\$	165.00
MW	6577	704259	Check	D.L. EDUCATION MINNESOTA (TEACHER)	9/29/2023	\$	19,317.65
MW	6575	704260	Check	D.L. PUBLIC EDUC FOUNDATION	9/29/2023	\$	30.00
MW	6579	704261	Check	MESSERLI & KRAMER P.A.	9/29/2023	\$	245.84
MW	6571	704262	Check	MINNESOTA CHILD SUPPORT	9/29/2023	\$	742.50
MW	6578	704263	Check	MN SCHOOL EMPLOYEES ASSOC.	9/29/2023	\$	200.97
MW	6576	704264	Check	SUPPORT PAYMENT CLEARINGHOUSE	9/29/2023	\$	335.91
MW	6573	704265	Check	UNITED WAY OF BECKER COUNTY	9/29/2023	\$	270.00

**\$ 1,308,007.22**

# PERSONNEL AGENDA

## October 23, 2023

### 1) **Resignations:**

Kelsey Helbling– Rossman Admin Assistant, effective October 19, 2023.

Andrea Leitheiser– Rossman Special Education Para, effective October 27, 2023.

Tim Murray– Rossman Noon Duty, effective May 26, 2023.

Emma Ortloff– Laker Dance Team B Squad Coach, effective October 10, 2023.

### 2) **Retirements:**

Jon Freeman– High School Ag Teacher, effective December 1, 2023.

Rick Holmes– Bus Driver, effective September 5, 2023.

### 3) **Appointments:**

Katie Aligada– Holy Rosary Title I Interventionist, at the rate of \$30 per hour, working 2 hours per week, effective October 23, 2023.

Rose Anderson– Lincoln ECSE Paraprofessional, at the rate of \$15.60 per hour, working 37.5 hours per week, effective October 23, 2023.

Anna Bolte– Rossman Laker Kids Assistant, at the rate of \$16.00 per hour, working 12.5 hours per week, effective September 25, 2023.

Shelley Cervantes– Middle School Volleyball Coach, at the rate of 4.5% of Step one or a contract amount of \$1,873.35 per season, effective August 22, 2023.

Nicole Kugler– Rossman Special Education Para, at the rate of \$15.25 per hour, working 29.75 hours per week, effective October 24, 2023.

Peter Lamm– High School Custodian, at the rate of \$18.33 per hour plus \$1.00 Differential pay, working 40 hours per week, effective October 16, 2023.

Josi Oppegard– Rossman Special Education Para, at the rate of \$15.25 per hour, working 29.75 hours per week, effective October 16, 2023.

Lisa Provo– Laker Transitions Job Coach, at the rate of \$17.80 per hour, working 18 hours per week, effective October 16, 2023.

Irene Skaaland– Roosevelt Kindergarten Long Term Substitute, the rate of pay is as per sub policy, effective November 8, 2023.

Amanda Germundson– High School Special Education Para, at the rate of \$16.30 per hour working 37.5 hours per week, effective October 9, 2023.

### 4) **Amended Assignment:**

Natasha Dahring– is amending her assignment from 32.5 hours per week to 18.75 hours per week, effective November 1, 2023.

Sherry DeLair– is amending her assignment from 7.5 hours per week to 20 hours per week, effective October 23, 2023.

Morgan Eiter– is amending her assignment from 37.5 hours per week to up to 25 hours per week, effective September 5, 2023.

Mary Alberts Lee– is amending her assignment from 20 hours per week to 15 hours per week, effective October 23, 2023.

Deb Marweg– is amending her assignment from 27.5 hours per week to on call as needed, effective November 1, 2023.

Debra Olk– is amending her assignment from 28.75 hours per week to 32.5 hours per week, effective October 23, 2023.

Heather Pepeck– is amending her assignment from 29.75 hours per week to 37.5 hours per week, effective October 23, 2023.

DeeLaine Sperl– is amending her assignment from 25 hours per week at Roosevelt to 27.5 hours per week at Rossman, effective November 1, 2023.

5) **Leave of Absence:**

Rebecca Frosig– is requesting a leave of absence from approximately January 22, 2023 through March 15, 2024.

Jennifer Jackson– is requesting a leave of absence from November 28, 2023 through January 8, 2024.

Allison Knutson– is requesting a leave of absence from approximately March 27, 2024 through May 24, 2024.

Date Adopted: 04/13/2009	File Number: Detroit Lakes Policy - 514
Date Revised: 12/13/2010, 07/14/2014, 8/11/2014; 12/21/2020, 09/26/22, <u>10/23/23</u>	

## 514 BULLYING PROHIBITION POLICY

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

### I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and/or a teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

### II. GENERAL STATEMENT OF POLICY

A. ~~An act of bullying, by either an individual student or a group of students, is expressly prohibited; on school premises, on school district property, at school functions or activities, or on school transportation.~~

1. \_\_\_\_\_ on the school premises, at the school functions or activities, on the school transportation;

2. \_\_\_\_\_ by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. \_\_\_\_\_ by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. \_\_\_\_\_ A school-aged child who voluntarily participates in a public school activity, such as a co-curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. \_\_\_\_\_ This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with

or without the use of school district resources. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religions, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and Sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

**EB.** No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

**EC.** Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

**ED.** Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

**EE.** False accusations or reports of bullying against another student are prohibited.

**EF.** A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses, restore to practice, or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

**JG.** The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### **III. DEFINITIONS**

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying ~~as defined in this policy~~ malicious and sadistic conduct.

B. "Cyberbullying means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

3. E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, 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 grounds, 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 bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, ~~or cyberbullying, as defined in this policy, malicious and sadistic conduct, sexual exploitation,~~ or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about ~~bullying prohibited conduct.~~

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

A. Any student who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's

obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. SCHOOL DISTRICT ACTION**

A. Within three school days receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, restore to practice, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II. F of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engage in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II. F. of this policy.

## **VII. TRAINING AND EDUCATION**

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to the school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and immediately and effectively intervene to stop prohibited conduct;
2. The complex dynamics affecting a perpetrator, target, and witness to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and
5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

#### **VIII. NOTICE**

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy ~~or a summary thereof~~ must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

C. This policy must be ~~distributed~~given to each school district or school employee and independent contractor at the time of hiring or contracting. ~~who regularly interacts with students at the time of initial employment with the school district.~~

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.

~~FG-~~ The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

#### **IX. POLICY REVIEW**

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

#### **Legal References:**

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions of )  
~~\_\_\_\_\_~~ Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Model Policy)

Minn. Stat. § 121A.031 (School Student Bullying Policy)

[Minn. Stat. § 121A.0312 \( Malicious and Sadistic Conduct\)](#)

Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

Minn. Stat. Ch. 124E (Charter Schools)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)

34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

MSBA/MASA Model Policy 423 (Employee-Student Relationships)

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 507 (Corporal Punishment)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination 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 529 (Staff Notification of Violent Behavior by Students)

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)

Date Adopted: 03/08/04	File Number: Detroit Lakes Policy - 532
Date Revised: 01/10/05, 09/14/2009, 09/26/22, <u>10/23/23</u>	

## 532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

~~[Note: Minnesota Laws 2009, Chapter 96, made a number of changes to the laws and rules governing the use of “conditional procedures” with respect to special education students. Specifically, Chapter 96 repealed, EFFECTIVE AUGUST 1, 2011, Minnesota Rules 3525.0210, Statutes Sections 121A.66, 121A.67, Subd. 1, as well as Minnesota Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp. 5. These laws and rules were replaced, effective August 1, 2011, with a restrictive procedures law which generally addresses law contains a significant staff training component, found at Minnesota Statutes section 125A.0942, Subds. 1,2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use these procedures.]~~

### I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

### II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, aAll students, including those with IEPs, are subject to the terms of the school district’s discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student’s behavior will be taken by staff when a student’s behavior violates the school district’s discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

### III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. “Peace officer” means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing ~~the person of~~ a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation in which immediate intervention is ~~needed~~necessary to protect a ~~child~~student or other individual from physical injury, ~~emotional abuse due to verbal and nonverbal gestures, or to prevent severe property damage.~~
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### **IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

##### **A. Removal By Crisis Team**

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

*[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]*

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, 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.

2. In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

~~A4. Corporal Punishment prohibited by Minnesota Statutes, section 121A.58 Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain as an aversive procedure;~~

~~B2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain~~~~Presenting intense sounds, lights, or other sensory stimuli as an aversive stimulus;~~

~~C3. Totally or partially restricting a child's senses as punishment~~~~Using noxious smell, taste, substance, or spray as an aversive stimulus;~~

~~D4. Denying or restricting the student's access to equipment and devices such as walkers, wheelchairs, hearing aids and communication boards that facilitate the student's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible~~~~when the student is perceived to be destroying or damaging equipment or devices;~~

~~E5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, Chapter 260E~~~~Using faradic skin shock;~~

~~F6. Physical holding (as defined in Minnesota Statutes, section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso~~~~Restricting, totally or partially, the student's auditory or visual sense, except that study carrels may be used as an academic intervention;~~

~~G7. Withholding regularly scheduled meals or water; and/or~~

~~H8. Denying a child~~~~the student~~ access to toilet facilities.

~~3. Any reasonable force used under Minnesota Statutes, section 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.~~

#### D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

#### E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIP.

#### F. Effect of Policy in an Emergency; Use of Conditional Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIP, or behavior intervention plan authorizes the use of one or more ~~restrictiveconditional~~ procedures, the crisis team may employ those ~~restrictiveconditional~~ procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, section 125A.0942, subdivision 5, and otherwise comply with the requirements of section 125A.0942. ~~If the crisis team initiates use of conditional procedures in an emergency, the student's IEP team shall meet as soon as possible, but no later than five (5) school days after emergency procedures have commenced.~~

**Legal References:** Minn. Stat. § 13.01, *et seq.* (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67 (Removal by Police Officer)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
20 U.S.C. 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(9) (Individuals with Disabilities Education Act (IDEA))  
34 C.F.R. § 300.529 (Referral to and Action by Law Enforcement and Judicial Authorities)  
Minn. Rule 3525.0200, Subp. 2c (Definition of "Emergency")  
Minn. Rule 3525.2900, Subp. 5 (The IEP and Regulated Interventions)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Date Adopted:	File Number:
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## 601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

A. “Academic standard” means a summary description of student learning in a required content area or elective content area.

~~A.B.~~ “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

~~B-D.~~ “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.

E. “Curriculum” means district or school adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.

C.F. “Ethnic Studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

G. “Experimental learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

H. “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

~~D.~~

E.J. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:

1. the size of the academic achievement gap; ~~and~~ rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
2. student performance on the Minnesota Comprehensive Assessments;
3. high school graduation rates; and
4. career and college readiness under Minnesota Statutes section 120B.30, Subdivision 1.

K. “World’s best workforce” means striving to: meet school readiness goals; ~~have all third-grade students achieve grade-level literacy~~; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World’s Best Workforce law—effective August 1, 2023. The definitions apply to revisions to the World’s Best Workforce law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.

Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.]

F.

~~G.L. “Experimental learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.~~

#### IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, ~~must~~shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all ~~nine~~ student categories identified ~~in~~under Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2)~~the federal 2001 No Child Left Behind Act and two student gender categories of male and female;~~

*[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]*

2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 ~~for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups~~, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

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

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

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

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

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

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income, children in families of People of Color, and children in American Indian families and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that

a. integrate high-quality instruction, rigorous curriculum, technology, and a curriculum that is rigorous, accurate, antiracist, and culturally sustaining;

b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

c. provide a collaborative professional culture that develops and supports seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; and:

8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

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

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

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

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

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

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

C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

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

~~1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

~~2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

~~a. \_\_\_\_\_~~

~~b. \_\_\_\_\_~~

~~c. \_\_\_\_\_~~

~~3. Reading assessments in English and in the predominant languages of districts, where~~

practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.

4. ~~The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:~~

~~(a) A summary of the district's efforts to screen for dyslexia;~~

~~(b) The number of students screened for that reporting year; and~~

~~(c) The number of students demonstrating characteristics of dyslexia for that year.~~

5. ~~A student identified as having a reading difficulty must be provided alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.~~

6. ~~At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:~~

~~a. the student's reading proficiency as measured by a locally adopted assessment~~

~~b. reading related services currently being provided to the student and the student's progress; and~~

~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~

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

7. ~~For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.~~

8. ~~The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as a measure by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process for reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Stat. § 120B.12 (~~Read Act Goal and Interventions~~~~Reading Proficiently no Later than the End of Grade 3~~)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. §. 125A.56, Subd. 1 ( Alternate Instruction Required before Assessment Referral)  
20 U.S.C. § 5801, *et seq.* (National Education Goals )  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

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## 602 - ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. CALENDAR RESPONSIBILITY

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

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

*[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes section 122A.40, subdivisions 7 and 7a, or Minnesota Statutes section 122A.41, Subdivisions. 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which*

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

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.

2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.

3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

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

#### **IV. SCHOOL DAY RESPONSIBILITY**

A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.

C. Proposed changes in the school day shall be subject to review and approval by the school board.

#### **V. E-LEARNING DAYS**

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

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

G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

G.H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

**Legal References:** Minn. Stat. § 10.55 (Juneteenth)

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

Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

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

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Date Revised: 09/11/00; 12/11/17, 01/23/23, <u>10/23/23</u>	

## 603 - CURRICULUM DEVELOPMENT

*[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]*

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. RESPONSIBILITY

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

### IV. District Advisory Committee

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

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

C. The ~~D~~istrict ~~A~~advisory ~~C~~committee ~~must~~ pursue community support to accelerate

the academic and native literacy and achievement of English learners with varied need, from young children to adults, consistent with Minnesota Statutes section 124D.59, subdivisions 2 and 2a.

D. The school district may establish site teams as subcommittees of the District Advisory Committee

E. The District Advisory Committee ~~must~~ shall recommend to the school board:

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

b. District assessments;

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

d. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;

~~e.e.~~ strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and

~~f.~~ Program evaluations

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

## V. School Site Team

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

## VI. Curriculum Development Process

[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]

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

~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~

~~2. Identify minimum objectives for each course and at each elementary grade level.~~

~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~

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

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

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

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

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

***Legal References:*** Minn. Stat. § 120A.20 (Admission to Public School)

Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum) Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce )

~~—————~~ Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)

Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 124D.59 (Definitions)

Minn. Rules 3500.0550 (Inclusive Educational Program)

Min. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Part 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

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

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

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

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

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

MSBA/MASA Model Policy 620 (Credit for Learning)

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

Date Adopted: 07/14/86	File Number:
Date Revised: 10/13/03, 12/12/05, 10/08/2007, 5/10/10, 6/10/2013; 1/13/2020, 03/27/23, <u>10/23/23</u>	Detroit Lakes Policy - 613

## 613 – GRADUATION REQUIREMENTS

*[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]*

### I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### III. DEFINITIONS

- A. ~~“Academic standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.~~
- B. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- C. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. “Individualized Education Plan,” or “IEP,” means a written statement developed for a student eligible by law for special education and services.
- ~~D.E.~~ E. “Required standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- ~~E.F.~~ F. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

### IV. DISTRICT ASSESSMENT COORDINATOR

The Director of Curriculum and Instruction or designee shall be named the school district test administrator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

### V. GRADUATION REQUIREMENTS

Students’ state graduation requirements, based on a longitudinal, systematic approach to student

education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. §120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## **VI. DETROIT LAKES PUBLIC SCHOOLS CREDIT REQUIREMENTS**

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Eight (8) semester credits of language arts;
- B. Seven (7) semester credits of social studies encompassing at least United States history, geography, government and citizenship, world history, and economics;
- C. Six (6) semester credits of science to include courses that meet all required Minnesota Academic Standards for science, including at least:
  - 1. one credit of biology;
  - 2. one credit of chemistry or physics; and

3. one elective credit of science. The combination of credits must be sufficient to satisfy
  - i. all of the academic standards in either chemistry or physics and
  - ii. all other academic standards in science

- D. Six (6) semester credits of mathematics, including an algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics. Students in the graduation class of 2015 and beyond must complete an algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- E. One (1) semester credit of Health in grades 9-12 encompassing district-adopted standards.
- F. Three (3) semester credits of physical education encompassing district-adopted standards.
- G. Two (2) semester credits of Arts that meet all required Minnesota Academic Standards for the Arts.
- H. One (1) semester credit that includes financial literacy.
- I. A minimum of fourteen (14) semester elective credits for students graduating in 2020. For students graduating after 2020, refer to the table below:

<b>Graduation Requirements</b>	<b>Class of 2020 SR</b>	<b>Class of 2021 JR</b>	<b>Class of 2022 SO</b>	<b>Class of 2023 FR</b>	<b>Class of 2024 &amp; beyond 8th Grade</b>
English	8	8	8	8	8
Health	1	1	1	1	1
Mathematics	6	6	6	6	6
Physical Education	3	3	3	3	3
Science	6	6	6	6	6
Social Studies	7	7	7	7	7
Fine Arts	2	2	2	2	2
Financial Literacy *Local Requirement	1	1	1	1	1
<b>Total required MDE+Local credits</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>
Pathway Electives (2 per year)	0	2	8	8	8
General Elective Credits	14	12	8	10	12
<b>Total credits required to graduate</b>	<b>48</b>	<b>48</b>	<b>50</b>	<b>52</b>	<b>54</b>
<b>Total possible credits</b>	<b>58</b>	<b>60</b>	<b>62</b>	<b>64</b>	<b>64</b>

J. Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural ale, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph C., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph C., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph C., above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A. Or Paragraph D., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph C. or Paragraph E., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

5.

**VII. GRADUATION STANDARDS REQUIREMENTS**

- A. All students must demonstrate their understanding of the following academic standards:
1. School District Standards, Health (K-12);
  2. School District Standards, Career and Technical Education (K-12); and
  3. School District Standards, World Languages (K-12).

- B. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  - 1. Minnesota Academic Standards, English Language Arts K-12;
  - 2. Minnesota Academic Standards, Mathematics K-12;
  - 3. Minnesota Academic Standards, Science K-12;
  - 4. Minnesota Academic Standards, Social Studies K-12; and
  - 5. Minnesota Academic Standards, Physical Education K-12.
- C. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- D. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.
- E. Meeting the requirements of an Individualized Education Plan (IEP) or a Section 504 Plan.

## **VIII. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minnesota Statutes, Section 120B.07, upon meeting the following conditions:

- A. All course and credit requirements must be met.
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision.
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

### *Legal References:*

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)

Minn. Stat. § 120B.018 (Definitions)

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

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)

Minn. Stat. § 120B.07 (Early Graduation)

Minn. Stat. § 120B.11 (School District Process)

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

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

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

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

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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

*Cross References:*

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

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

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

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

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

Date Adopted: 06/08/98	File Number: Detroit Lakes Policy - 616
Date Revised: 08/14/00; 03/14/05; 06/12/06; 12/11/17; 12/21/2020, 04/24/23, <u>10/23/23</u>	

## 616 - SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

### I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### III. DEFINITIONS

A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.

~~B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.~~

~~BC.~~ “World’s best workforce” means striving to: meet school readiness goals; ~~have all third grade students achieve grade-level literacy~~; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

#### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION; REPORTING**

##### **A. School District Goals**

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district’s Advisory Committee

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluation under Minnesota Statutes section 122A.40, or 122A.41.

##### **C. Implementation of Graduation Requirements.**

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student

learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet state and local expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement ~~growth~~ that show growth~~show, growth~~ relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with the MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

#### D. Comprehensive Continuous Improvement of Student Achievement

1. By March 1 of each year, the District Advisory Council will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The District Advisory Council, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:

a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;

b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;

c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,

d. Advising the school board about development of the annual budget.

3. The District Advisory Committee shall meet the following criteria:

a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.

b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments and program evaluation.

c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

~~4. The Advisory Committee shall, when possible, be comprised of at least two thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:~~

~~a. The Director of Curriculum (or similar educational leader)~~

~~b. Principal~~

~~c. School Board Member~~

~~d. Student Representative~~

~~e. One teacher from each building or instructional level~~

~~f. Two parents from each building or instructional level~~

~~g. Two residents without school aged children, non representative of local business or industry~~

~~h. Two residents representative of local business or industry~~

~~i. District Assessment Coordinator (if different from "a." above)~~

~~*[Note: This Advisory Committee composition is a model only.]*~~

5. Translation services should be provided to the extent appropriate and practicable.

6. The District Advisory Council shall meet the following timeline each year:

October: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

October: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

~~February~~December: Review evaluation results and prepare recommendations.

February: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress ~~toward Literacy by Grade 3~~, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and the student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting.

1. Consistent with Minnesota Statutes section 120B.36, Sub~~division~~ 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.

2.4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References: Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

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

Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)

Minn. Stat. § 120B.36 (School Accountability)

Minn. Stat. § 122A.40 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)

Minn. Stat. § 123B.147 (Principals)

Minn. Stat. § 126C.12 ( Learning and Development Revenue Amount and Use)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

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

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

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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

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

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

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

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

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

MSBA/MASA Model Policy 620 (Credit for Learning)

Date Adopted: 06/08/98	File Number: Detroit Lakes Policy - 618
Date Revised: 05/13/02; 03/14/05; 06/12/06, 04/24/23; <u>10/23/23</u>	

## **618 - ASSESSMENT OF STANDARD ACHIEVEMENT**

### **I. PURPOSE**

The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved the Graduation Standards.

### **II. GENERAL STATEMENT OF POLICY**

The school district has established a procedure by which students shall complete the Graduation Standards. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of the Graduation Standards.

### **III. DEFINITIONS**

~~A. “Above-grade level” test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student’s grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

B.A. “Academic standard” means a summary description of student learning in a required content area or elective content area.

~~C.~~

~~D. “Below-grade level” test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student’s current grade level. Notwithstanding the student’s grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

~~E.~~

F.B. “Benchmark” means the academic knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

G.C. “Career and college ready” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and ~~college~~ college ready are able to

successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

~~H. “Computer adaptive assessments” means fully adaptive assessments.~~

~~I.~~

~~J.D.~~ “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

~~K.~~

~~L.E.~~ “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.

~~M.~~

~~N.F.~~ “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.

~~O.~~

~~P. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. [Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]~~

~~Q.~~

~~R. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~

~~S.~~

~~T.G.~~ “Required standard” means (1) a statewide adopted expectation for student learning in the content areas of ~~English~~-language arts, mathematics, science, social studies, physical education, and the arts, ~~and~~ (2) a locally adopted expectation for student learning in health ~~or the arts~~.

#### IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

A. The Superintendent or designee shall establish criteria by which student performance of locally adopted Graduation Standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.

B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program Graduation Standards will be assessed.

C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of the Minnesota Academic Standards.

#### V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

*[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]*

B.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.

2. The school district will administer annually, in accordance with the process determined by Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades three through eight and at the high school level as follows:

a. computer-adaptive reading and mathematics assessments in grades three through eight;

b. high school reading in grade 10, mathematics in grade 11 and a high school writing test, when it becomes available; and

c. science assessments in one grade in the grades three through five span, the grades six through eight span, and a life science assessment in the grades nine through twelve span (a passing score on high school science assessments is not a condition of receiving a diploma).

3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.

4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.

5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For

other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:

- a. explains the need for state academic standards;
- b. Identifies the state assessments that are aligned with state standards;
- c. Identifies the consequences, if any, the school or students may face if a student does not participate in state or locally required standardized assessments;
- d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, non credit course at a Minnesota state college or university in the corresponding subject area;
- e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
- f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.

2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

**VI. RIGOROUS COURSE OF STUDY WAIVER**

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:

- a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

- b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and
  - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.
2. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
3. A student who satisfactorily completes a postsecondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## **VII. CAREER EXPLORATION ASSESSMENT**

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Students in grade 11 or grade 12 must be provided with an opportunity to participate on a nationally normed college entrance exam. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, must be given the opportunity to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study

within broad career areas and technical skill assessments that extend beyond course grades. To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade eleven or twelve, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

D. In developing, supporting, and improving students' academic readiness or a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

***Legal References:***

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

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

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

Minn. Stat. § 120B.023 (Benchmarks)

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

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)

Minn. Rules Part 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

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

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

***Cross References:*** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

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

Date Adopted: 06/08/98	File Number: Detroit Lakes Policy - 620
Date Revised: 06/26/23, <u>10/23/23</u>	

## 620 - CREDIT FOR LEARNING

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

C. “Course” means a course or program.

~~B. “Blended learning” is a form of digital learning that occurs when a student learns part~~

~~time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~

~~C. —“Commissioner” means the Commissioner of MDE.~~

~~D. —“Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.~~

DE. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

EF. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

~~G. —“Online learning” is a form of digital learning delivered by an approved online learning provider.~~

~~H. —“Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~

F. —I. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

#### **IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS**

##### **A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools**

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank ~~if a student has earned at least *insert number* credits from the school district.~~

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank ~~if a student has earned at least *insert number* credits from the school district.~~

c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements,

credit shall be awarded, but the grade shall be “P” (pass).

c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district’s high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

C. A student must provide the school with a copy of the student’s grades in each course taken for secondary credit under this policy, including interim or non final grades earned during the academic term.

## V. POST-SECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the ~~Minnesota Academic Standards content~~ standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a post-secondary enrollment options course or program ~~tmustthat meets or exceeds a graduation standard or requirement shall~~ be counted toward the graduation ~~and credit~~ requirements and subject area requirements of the district of a student completing the Minnesota Academic Standards.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.

3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade

will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

## ~~VI. CREDIT FROM ONLINE LEARNING COURSES~~

~~A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.~~

~~B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.~~

~~C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota~~

~~public school as set forth in Section IV.A. above.~~

## VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

## **VII. ADVANCED ACADEMIC CREDIT**

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

## VIII. WEIGHTED GRADES

*[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]*

A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

*[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]*

1. A grade awarded in an Advanced Placement course will be calculated as 1 GPA point higher than the posted grade when calculating weighted GPA.

A. The students regular GPA will include the unweighted posted grade.

3. A grade awarded in a College in the Schools/Concurrent Enrollment course will be calculated as 1 GPA point higher than the posted grade

A. The students regular GPA will include the unweighted posted grade.

4. Post-Secondary Enrollment Option Courses do not receive weighted grades.

B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

## IX. PROCESS FOR AWARDING CREDIT

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.

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

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

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)  
Minn. Stat. § 124D.09~~45~~ (Online ~~Instruction Act~~~~Learning Option~~)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and  
Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations,  
Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)  
MSBA/MASA Model Policy 624 (Online Instruction Learning Options)

Date Adopted: 09/11/00	File Number: Detroit Lakes Policy - 708
Date Revised: 8/11/2003, <u>10/23/23</u>	

**708 - TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS**

**I. PURPOSE**

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

**II. GENERAL STATEMENT OF POLICY**

It is the policy of the school district to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

**III. ELIGIBILITY**

A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic condition in like manner and form as provided in Minnesota Statutes, Sections 123B.88 when applicable. ~~(Minn. Stat. § 123B.86, Subd. 1.)~~

B. Upon the request of a parent or guardian, ~~T~~he school district must~~shall~~ provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district, whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. (Minn. Stat. § 123B.86, Subd. 1; Minn. Stat. § 123B.86, Subd. 2(a).)

C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether ~~or not~~ there is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another

school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries. ~~Minn. Stat. § 123B.86, Subd. 2(e).~~

D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.

~~ED.~~ When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students and any other matter relating thereto shall be within the sole discretion, control and management of the school district. A non public or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies. ~~Minn. Stat. § 123B.44, Subd. 1.~~

F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.

G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.

H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional

transportation services agreed to in the written plan for nonpublic pupil  
transportation services included in the contract that are not required under  
Minnesota Statutes, sections 123B.84 to 123B.87.

E. Additional transportation to and from a nonpublic school may be provided at the expense of the school district where such services are provided in the discretion of the school district. (Minn. Stat. § 123B.86, subd. 3.)

#### **IV. STUDENTS WITH DISABILITIES/SPECIAL EDUCATION/DISABLED STUDENTS**

A. If a resident student with a disability attends a nonpublic school located within the school district, ~~of the student's residence,~~ the school district ~~must~~shall provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the district of attendance and where the special instruction and services are provided within the school district ~~of residence,~~ the school district ~~of residence~~ shall provide necessary transportation for that student between the school district boundary ~~of the district of residence~~ and the educational facility. The school district ~~of residence~~ may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the district boundary. School d~~Districts~~ may make agreements for who provides transportation. Parties serving students on a shared time basis have access to the due process hearing system ~~Provided by law described under United States Code, Title 20, and the complaint system under Code of Federal Regulations, Title 34, Section 300.660.662.~~ (Minn. Stat. § 125A.18.)

B. ~~When the disabling~~ Disabled students whose handicapped conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus 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, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport ~~disabled~~ students with a disability on the basis of the ~~disabling~~handicapping conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district. ~~Minn. R. 3520.3300, subp. 1.~~

C. Each driver and aide assigned to a vehicle transporting students with a disability  
must (1) be instructed in basic first aid and procedures for the students under  
their care: (2) within one month after the effective date of assignment,

participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.

D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (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.

EC. Any parent of a ~~disabled~~ student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A~~in Minn. Stat. § 125A.09, Subd. 6. Minn. R. 3520.3300, subp. 2.~~

## **V. APPLICATION OF GENERAL POLICY**

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

**Legal References:** Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.84 (Policy)  
Minn. Stat. § 123B.86 (Equal Treatment)  
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)  
Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)

Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)  
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)  
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)  
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)  
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)  
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)  
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)  
Minn. Stat. § Ch. 125A, (Children With A Disability)  
Minn. Stat. §123B.88 (Independent School Districts, Transportation)  
Minn. Stat. §123B.84 (Policy)  
Minn. Stat. §123B.86 (Equal Treatment)  
Minn. Stat. §123B.44 (Provision of pupil support services)  
Minn. R. 3520.3300 (Transportation of Handicapped Students)

***Cross References:*** MSBA/MASA Model Policy 707 (Transportation of Public School Students)

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

~~MSBA Service Manual, Chapter 10, Transportation~~

~~Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970).~~

~~Eldridge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. App. 1988).~~

~~Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992).~~

DATE: October 2, 2023

TO: Mark Jenson, Superintendent and Board of Education

FROM: Anne Skjold, Food Service Director and Jason Kuehn, Director of Finance and Operations

SUBJECT: Contract Extension Pepsi Contract

The initial vending and concessions contract with Pepsi ended in August of 2023. Initial Contract contains a clause enabling us to extend the contract annually for two years . We would like to take advantage of that clause and extend the contract for one year.

Recommend approval.

cc: Rob Neilsen  
Josh Omang  
Mike Suckert  
Trish Mariotti  
Emily Sternberg

DATE: October 2, 2023

TO: Mark Jenson, Superintendent and Board of Education

FROM: Jason Kuehn, Director of Finance and Operations  
Karen Nudell, Director of Special Education

SUBJECT: **Lakes Country Service Cooperative Audiology and Blind/Visually Impaired Service Agreement**

We are extending our current agreement with Lakes Country Service Cooperative (LCSC) for the 2023-24 school year to purchase services for Audiology, Blind/Visually Impaired, and Orientation/Mobility providers. The rate of pay for Audiology services will be \$599.28 per day and \$574.00 per day for Blind Visually Impaired/Orientation Mobility services. The agreement allows for highly-qualified staff to provide required services for students on Individualized Education Plans (IEP).

Administration and Finance Committee recommend approval.





**Lakes Country Service Cooperative**  
**1001 E. Mt. Faith**  
**Fergus Falls, MN 56537**

**Services Agreement**

This "Agreement" is entered into the 1<sup>st</sup> day of July 2023 ("Effective Date") between Lakes Country Service Cooperative, a public corporation ("LCSC"), and Detroit Lakes Public School.

For good and valuable consideration, the parties agree as follows:

1. Service. The education district agrees to purchase from LCSC, and LCSC agrees to perform on behalf of the Education district, the following "Service":

***Audiology Services*** Julie Baslington, File Folder No. 6013

***Blind Visually Impaired/Orientation and Mobility Services*** Jessica Hanson, File Folder No. 1010243

2. LCSC's Responsibilities:

In furtherance of performing the Services, and in addition to any other obligations described herein, LCSC shall:

Authorize and direct the Education Services Department to provide the Services to the Education district.

Work with the Detroit Lakes Public School to provide education district Audiology and Blind Visually Impaired/Orientation and Mobility Services.

3. Education district's Responsibilities:

The education district will provide on-site workspace, internet access, and office related functions including print, copy, and fax capability to the LCSC Service provider as needed to complete his/her work. The education district agrees to make its employees available as needed by LCSC to provide the Service and assign a main contact person for LCSC staff.

4. Payment. The Education district agrees to pay LCSC for the Services as follows:

The annual service contract fees are as follows:

***Audiology Services*** \$599.28 (salary & benefits) a day based on utilization; plus, actual expenses directly related to the performance of the work, including mileage and supplies.

***Blind Visually Impaired/Orientation and Mobility Services*** \$574.00 (salary & benefits) a day based on utilization; plus, actual expenses directly related to the performance of the work, including mileage and supplies.

Fees for Services provided by LCSC in addition to those falling within the scope of the Service shall be paid according to LCSC standard fees. Fees not covered by this Agreement will be billed separately. LCSC will obtain prior approval from the Education district before initiating additional billable services.

5. Term. The Service under this Agreement will begin July 1, 2023, and continue through June 30, 2024. Either party may terminate this Agreement early, effective as of the end of the education district's fiscal year, upon not less than 60 days notice given in writing prior to the end of a fiscal year.
6. Law Governing. This Agreement shall be governed by and construed in accordance with the laws of the State of Minnesota. All proceedings related to this Agreement shall be venued in the State of Minnesota, County of Otter Tail.
7. Insurance. LCSC agrees to hold and maintain general liability insurance and specific to the duties of its employees providing the Service. The Education district agrees to maintain general liability insurance and

insurance necessary to cover claims related to the Service. Nothing in this Agreement shall constitute a waiver by either party of any statutory limitations, exclusions, or exceptions on liability.

8. **Risk Management Arrangements.** It is recognized that LCSC is a cooperative of which Education district is a member, and which is providing the Service as a function which otherwise would be provided by Education district employees. The parties recognize that LCSC's liability for claims relating to the Service should be limited to any available insurance coverage and in any event to an amount not exceeding certain Service payments made, within the limits in this Section. The following arrangements are in furtherance of the foregoing:
- a. **Indemnity.** The Education district agrees to indemnify and hold LCSC and its employees, agents or representatives harmless from all claims, demands, or liability, including attorney's fees, and related expenses, which arise out of or are in any manner connected with the Service, this Agreement, or the Education district's operations,
  - b. **Standard of Performance; Disclaimer.** LCSC makes no warranties, representations, or guarantees expressed or implied, regarding the service or performance hereunder, and all such are hereby disclaimed by LCSC and waived by Education district, including but not limited to any implied warranties of merchantability and fitness for a particular purpose. The service will be provided and accepted on an "as is" "where is" basis, without recourse against LCSC.
  - c. **Limitation of Liability.** In no event shall LCSC ever be liable to the Education district or any third party, directly or indirectly, for any sum greater than the total amount of fees for service actually paid to and received by LCSC in the six (6) month period immediately preceding any determination of liability. All other provisions of law, equity, or this agreement or any other document notwithstanding, this and any available insurance is the exclusive remedy available to district, and is in lieu of all other remedies available at law, in equity or otherwise. The foregoing does not, and shall not be construed or deemed to, create any circumstance, express or implied, under which LCSC may be liable to the Education district, and shall not subvert the indemnity, release and other clauses in this Agreement for the benefit of LCSC.

The provisions of this Section i) shall apply regardless of whether matters are based on breach of warranty, breach of contract, negligence, strict liability, tort, or any other legal theory, ii) shall apply to all matters, whether claimed by or through the Education district or by or through third parties, including any students, employees, and governmental or regulatory agencies, and iii) shall survive the termination of the Agreement.

9. **No Waiver.** Nothing herein shall be construed to waive or limit any immunity from, or limitation on, liability available to either party, whether set forth in Minnesota Statutes Chapter 466 (Tort Liability, Political Subdivisions) or otherwise.
10. **Modification.** This writing contains the entire agreement between the parties and no alterations, variations, modifications, or waivers of the provisions of this agreement are valid unless reduced to writing, signed by both LCSC and the Education district, and attached hereto.
11. **Severability.** The provisions of this Agreement shall be deemed severable. If any part of this Agreement is rendered void, invalid, or otherwise unenforceable, such rendering shall not affect the validity and enforceability of the remainder of this Agreement.

IN WITNESS WHEREOF, Parties hereto have executed this agreement this 1st day of July 2023.

Detroit Lakes Public School

By: \_\_\_\_\_  
Authorized Education District Official

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

Lakes Country Service Cooperative

By: Josh Nelson  
josh.nelson (Oct 2, 2023 08:38 CDT)  
Deputy Director of Educational Programs

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

**DATE:** October 13, 2023

**TO:** Mark Jenson, Superintendent and Board of Education

**FROM:** Jason Kuehn, Director of Finance and Operations  
Karen Nudell, Director of Special Education

**SUBJECT:**

We are requesting to contract with Connect Speech Therapy for the 2023-24 school year to purchase services for Speech Therapy. The rate of pay for Speech Therapy services will be \$90.00 per hour for direct and indirect service for 20 hours per week. The agreement allows for highly-qualified staff to provide required Speech Therapy services for students on Individualized Education Plans (IEP) and allow us to continue to generate revenue through Third Party Billing.

Administration and Finance Committee recommend approval.





Elaine Doerfler, Owner, MS, CCC/SLP

[Elaine@connectspeechtherapy.org](mailto:Elaine@connectspeechtherapy.org)

[www.connectspeechtherapy.org](http://www.connectspeechtherapy.org)

Phone: 701-347-1782

Fax: 701-404-8274

September 27, 2023

This agreement is entered into between Connect Speech Therapy, PLLC and Detroit Lakes Public Schools.

The party agrees as follows:

**SERVICES:** Connect Speech Therapy, PLLC will provide Detroit Lakes Public Schools with a licensed Speech-Language Pathologist to provide evaluation and treatment services via telehealth to students in the Detroit Lakes Public Schools.

Connect Speech Therapy, PLLC agrees to provide the following services via telehealth: Evaluations and reports on individual students, writing and carryout of treatment plans, communicating with staff, making recommendations to staff and family in relation to student goals, and attending meetings if requested during a scheduled contract time. Connect Speech Therapy, PLLC agrees to engage in third-party billing for medical assistance, if applicable.

Connect Speech Therapy, PLLC will provide services that align with the scope and practice for Speech and Language Pathology. Services to include direct and indirect activities as they pertain to eligible students on caseload and in accordance with the Individual Education Plan (IEP) which will define the type and frequency of service that each student is to receive.

The current position will focus on the Detroit Lakes Public Schools for the 2023-2024 academic year. Connect Speech Therapy, PLLC will provide the school with a licensed and credentialed Speech-Language Pathologist for 20 hours per week from October 09, 2023, through May 23, 2024. If more time needs to be allocated, this will be discussed and approved by Elaine Doerfler and Detroit Lakes Public Schools.

**TERMS:** The speech pathologist shall commence work on October 09, 2023. The work shall be completed on May 23, 2024.

**COMPENSATION:** Detroit Lakes Public Schools shall pay Connect Speech Therapy, PLLC \$90 per hour for direct and indirect service time of 20 hours per week during the 2023-2024 academic year. Payment to be made to Connect Speech Therapy, PLLC within 30 days of receipt of invoice for service rendered as agreed upon within this contract. Invoice will be sent out at the beginning of the following month. Accounts not paid within 30 days of the date of the invoice are subject to a 1.5% monthly finance charge.

**INSURANCE:** Connect Speech Therapy, PLLC shall maintain professional liability insurance, with limits of One Million Dollars (\$1,000,000.00) per incident/occurrence and Three Million Dollars (\$3,000,000) for annual aggregate. Evidence of insurance is available upon request.

**EQUIPMENT AND MATERIALS:** Detroit Lakes Public Schools shall provide all equipment, materials, and supplies necessary for the performance of the Agreement. The district shall also provide adequate workspace within the school where evaluations and treatment can be performed in a quiet non-distracting environment. Training on all Due Process requirements expected for state and government IEP's and Assessments will be provided to the therapist, this is considered indirect service time. It is highly recommended that a mentor be available to ensure the position is done to the highest quality expected.

The execution of this contract will commence upon the procurement of the required signatures. This contract will remain in effect until May 23, 2024. If either party (Connect Speech Therapy, PLLC or Detroit Lakes Public Schools) chooses to dissolve this contract prior to May 23, 2024, either party must give a 30-day written notice of intent to terminate. All services rendered prior to the termination of this agreement will be paid in full.

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Director of Special Education,  
Detroit Lakes Public Schools

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Date

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Elaine Doerfler, MS, CCC/SLP  
Owner, Connect Speech Therapy, PLLC

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Date

Date Adopted: 09/11/00	File Number: Detroit Lakes Policy - 701
Date Revised: 02/09/04; 01/10/05; <u>10/04/23</u>	

## 701 - ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

### I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

### II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

### III. REQUIREMENT

A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.

~~B. Prior to the adoption of the initial budget for a school year, the school board must inform the principal or other responsible authority of each site the amount of general education and referendum revenue that will be generated by the pupils in attendance at that site. These estimates may be adjusted in accordance with law.~~

BC. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minnesota Statutes section- § 123B.76.

CD. Prior to July 1 of each year, the school board shall approve and adopt its initial ~~and reallocated~~ revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

DE.

Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Minnesota Commissioner of Education within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time of this publication, the school district shall publish the other information required by Minnesota Statutes section 123B.10.

~~The school district shall, prior to October 1 of each year, publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures and fund balances for the prior year, and the projected fund balances for the current year in a qualified newspaper of general circulation in the school district. The publication shall be made in the form prescribed by the Commissioner. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.~~

EF. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.

F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

#### **IV. IMPLEMENTATION**

A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.

D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

E. The school district shall make such reports to the Minnesota Commissioner of Education as required relating to initial allocations of revenue, reallocations of revenue and expenditures of funds.

**Legal References:** Minn. Stat. § 123B.76 (Expenditures; Reporting)  
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)  
Minn. Stat. § 123B.10 (Publication of Financial Information)  
Minn. Stat. § 126C.23 (Allocation of General Education Revenue)  
Minn. Stat. § 275.065 (Truth in Taxation; Proposed Property Taxes; Notice)

**Cross References:** MSBA/MASA Model Policy 701.1 (Modification of School District Budget)

MSBA/MASA Model Policy 702 (Accounting)

~~MSBA Service Manual, Chapter 7, Education Funding~~

Date Adopted:	File Number:
Date Revised: <u>11/27/23</u>	Detroit Lakes Policy - 701.1

## **701.1 - MODIFICATION OF SCHOOL DISTRICT BUDGET**

### **I. PURPOSE**

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of this school district to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

### **III. REQUIREMENT**

A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.

B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.

C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an amendment to the expenditure budget by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.

D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

**Legal References:** ~~Minn. Stat. 123B.231 (Allocation of General Education Revenue)~~  
Minn. Stat. 123B.77 (Accounting, Budgeting and Reporting Requirements)

**Cross References:** ~~MSBA Service Manual, Chapter 9, Public School Finance~~  
MSBA/MASA Policy 701 (Establishment and Adoption of School District Budget)

Date Adopted: 8/11/02	File Number: Detroit Lakes Policy - 702
Date Revised: 02/09/04; <u>11/27/23</u>	

## **702 - ACCOUNTING**

### **I. PURPOSE**

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in guidelines adopted by the Minnesota Department of Children, Families and Learning.

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

### **III. MAINTENANCE OF BOOKS AND ACCOUNTS**

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Children, Families and Learning, and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

### **IV. PERMANENT FUND TRANSFERS**

Unless otherwise authorized pursuant to ~~Minnesota- Statute.~~ 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with ~~Minnesota- Statute section-~~ 123B.79, as amended or other applicable statute.

### **V. REPORTING**

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. The school district shall also, on or before October 1 of each year, provide for the publication of the financial information specified in ~~Minnesota- Statute-~~ section§ 123B.10.

**Legal References:** Minn. Stat. § 123B.75 (Revenue; Reporting)  
Minn. Stat. § 123B.76 (Expenditures; Reporting)  
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)  
Minn. Stat. § 123B.78 (Cash Flow; School District; Revenues; Borrowing for Current Operating Costs; Capital Expenditure; Deficits)  
Minn. Stat. § 123B.79 (Permanent Fund Transfers)  
Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)  
Minn. Stat. § 123B.09 (~~School~~ Board of Independent School Districts Powers)  
Minn. Stat. § 123B.14, Subd. 7 (~~Duties of School Board Clerk~~ Officers of Independent School Districts)  
Minn. Stat. § 123B.02 (~~School District General~~ Powers of Independent School Districts)  
Minn. Stat. § 123B.10 (Publication of Financial Information)

**Cross References:** MSBA/MASA Model Policy 703 (Annual Audit)  
~~MSBA Service Manual, Chapter 7, Education Funding~~

Date Adopted: 02/08/99	File Number: Detroit Lakes Policy - 703
Date Revised: 02/09/04; <u>11/27/23</u>	

## 703 - ANNUAL AUDIT

### I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

### II. GENERAL STATEMENT OF POLICY

~~It is the~~ The policy of this school district to comply with all laws relating to the annual audit of the books and records of the school district.

### III. REQUIREMENT

A. The school board shall appoint independent certified public accountants to audit, examine, and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.

B. After the close of each fiscal year, the books, records and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.

C. The school district shall, prior to September 15 of each year, submit ~~its~~ unaudited financial data for the preceding year to the Minnesota Commissioner of Education on forms prescribed by the Commissioner. The report shall also include those items required by ~~Minnesota~~ Statutes, section§ 123B.14, subdivisionSubd. 7.

D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to

compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by itsthe auditor. ~~The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school board must approve the audit report by resolution or require a further or amended report.~~

E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act, and the Minnesota Legal Compliance Audit Guide for School Districts issued by the Office of the State Auditor.

F. The school board must approve the audit report by resolution or require a further or amended report.

~~F~~E. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.

F. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minnesota- Statute- Chapter- 6.

**Legal References:** Minn. Stat. Ch. 6 (State Auditor)

Minn. Stat. § 123B.09 (~~School Boards of Independent School Districts Powers~~)

Minn. Stat. § 123B.14, Subd. 7 (~~Officers of Independent school Districts Duties of School Board Clerk~~)

Minn. Stat. § 123B.02 (~~School District General Powers of Independent School Districts~~)

Minn.Stat. § 123B.77, Subds. 2 and 3 (Accounting, Budgeting, and Reporting Requirement Audited Financial Statements; Statement for Comparison and Correction)

**Cross References:** MSBA/MASA Model Policy 702 (Accounting)

~~MSBA Service Manual, Chapter 7, Education Funding~~

Date Adopted: 02/12/2007	File Number: Detroit Lakes Policy - 704
Date Revised: 01/11/2016; 11/13/18; <u>11/27/23</u>	

## 704 – Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System

### I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the School District and the establishment and maintenance of a fixed asset accounting system.

### II. GENERAL STATEMENT OF POLICY

It is the policy of this School District that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

### III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The Business Manager or such other school official as designated by the Superintendent ~~or~~ the School Board shall be responsible for the development and maintenance of an inventory of the fixed assets of the School District, and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

### ~~IV. CAPITALIZATION~~

~~Detroit Lakes Public Schools General Fixed Asset Account Group includes assets valued at \$10,000 and above with a useful life of more than one year. A limited number of equipment items such as “high risk” electronic equipment may be placed on the fixed asset list even though the original cost is less than \$10,000. The District’s policy will be to record only those items greater than \$10,000 as a fixed asset, but may charge items of a value greater than \$100 and have a useful life greater than one year to Operating Capital.~~

### ~~V. DEPRECIABLE LIVES~~

~~In determining the useful life of an asset the District uses ASBO (Association of School Business Officials) GASB 34 Implementation Recommendations for School Districts guidelines. The guidelines are listed below.~~

<del>Estimated</del>		<del>Estimated</del>	
<del>Asset Class</del>	<del>Useful Life (Yrs.)</del>	<del>Asset Class</del>	<del>Useful Life (Yrs.)</del>
<del>Land</del>	<del>N/A</del>	<del>Business Machines</del>	<del>10</del>
<del>Site Improvements</del>	<del>20</del>	<del>Copiers</del>	<del>5</del>
<del>School Buildings</del>	<del>50</del>	<del>Communication Equipment</del>	<del>10</del>
<del>Building Improvements</del>	<del>20</del>	<del>Computer Hardware</del>	<del>5</del>
<del>Portable Classrooms</del>	<del>25</del>	<del>Computer Software (inst.)</del>	<del>5</del>
<del>Outdoor Equipment</del>	<del>20</del>	<del>Computer Software (Adm.)</del>	<del>10</del>

Machinery & Tools	15	Audio Visual Equipment	10
Kitchen Equipment	15	Athletic Equipment	10
Custodial Equipment	15	Musical Instruments	10
Science & Engineering	10	Grounds Equipment	10
Furniture & Access.	20		
Licensed Vehicles	8		

**VI. DEPRECIATION METHOD**

All classes of fixed assets will be depreciated based on the straight line depreciation method.

**VII. DONATION/GIFTS**

The District will assign a value to donations or gifts based on the current market value of that item at the time of receipt.

**VIII. MAINTENANCE**

The Fixed Asset inventory database is to be maintained and updated annually. The District will perform an internal physical inventory of its Fixed Assets at least every three years and will hire an outside professional appraisal firm at least every six years.

Asset additions will be done by Business Office Staff reviewing expenditure records and adding appropriate fixed asset purchases throughout the fiscal year. The Head Custodian in each building, Director of Community Education, Director of the ALC, Food Service Director, and Supervisor of Operations will be responsible for tagging new fixed asset purchases, completing fixed asset disposal forms, and completing transfer forms throughout the year.

The District will tag all assets that are practical to tag with sequentially numbered asset tags labeled Detroit Lakes Public Schools. When possible the asset tags will be placed on the right side of the asset or the back side of the asset.

**IX. REPORT**

The Business Manager shall annually update the property records of the School District and provide an inventory of thea report of the fixed assets for the School District to the School Board, as part of the School District's audit. This report may be utilized to prepare the annual report to the Commissioner of Education required by Minn. Stat. 123B.14, Subd.7.

**Legal References:**

- Minn. Stat. 123B.09 (~~School Boards Powers of Independent School Districts~~)
- Minn. Stat. 123B.14 Subd. 7 (Duties of School Board Clerk)
- Minn. Stat. 123B.02 (~~General School District Powers of Independent School Districts~~)
- Minn. Stat. 123B.51 (Schoolhouse and Sites; ~~Uses for School and Nonschool Purposes~~ Access for Noncurricular Purposes)

**Cross References:**

- MSBA Model Policy 702 (Accounting)
- ~~MSBA Service Manual Chapter 9, Public School Finance~~

Date Adopted: 09/11/2000	File Number: Detroit Lakes Policy - 705
Date Revised: 12/08/2014; <u>11/27/23</u>	

## 705 - INVESTMENTS

### I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

### II. GENERAL STATEMENT OF POLICY

The policy of this school district **is** to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

### III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

### IV. AUTHORITY; OBJECTIVES

A. The funds of the school district shall be deposited or invested in accordance with this policy, ~~Minnesota- Statutes-~~ Chapter 118A and any other applicable law or written administrative procedures.

B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows

1. **Safety and Security-** ~~Safety of the principal is the first priority~~~~The foremost objective of this investment policy is to ensure the safety of the principal of public funds.~~ The School District's investments shall be undertaken in a manner that seeks to ensure **the** preservation of capital in the overall portfolio. ~~The objective will be to mitigate credit risk and interest rate risk.~~

~~A. Custodial Credit Risk~~

~~Detroit Lakes Public Schools will minimize investment Custodial Credit Risk which is the risk of loss due to the failure of the security issuer or backer, by permitting brokers/dealers that obtained investments for the School District to hold them only to the extent there is SIPC and excess SIPC coverage available, limiting investments to the types of securities listed in Section 6 and 9 of this Investment Policy, and obtaining necessary documentation (e.g. broker certification forms and documentation of perfected security interests in pledged collateral) from the financial institutions, broker/dealers, intermediaries and advisors, as applicable, with which the School District will do business in accordance with Section 6 of this investment policy.~~

~~School District will minimize deposit Custodial Credit Risk, which is the risk of loss due to failure of the financial institution (as defined in section 6), by obtaining collateral or bond for all uninsured amounts on deposit, and obtaining necessary documentation to show compliance with state law and a perfected security interest under federal law.~~

### ~~**B. Concentration Credit Risk**~~

~~School District will minimize concentration of credit risk, which is the risk of loss due to the magnitude of the School District's investment in a single issuer, by diversifying the investment portfolio so that the impact of potential losses from any one type of security or issuer will be minimized. This will be based on the applicable opinion units.~~

### ~~**C. Interest Rate Risk**~~

~~School District will minimize interest rate risk, which is the risk that the market value of securities in the portfolio will fall due to changes in market interest rates, by: 1) structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities on the open market prior to maturity and 2) investing operating funds primarily in shorter term securities, money market mutual funds, or similar investment pools.~~

### ~~**D. Foreign Currency Risk**~~

~~The School District is not authorized to invest in investments which have this type of risk.~~

~~**Liquidity.** School District's investment portfolio will remain sufficiently liquid to enable the School District to meet its cash flow requirements.~~

~~**Yield.** School District's investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. It is understood that return on investment is of secondary importance when compared to the safety and liquidity objectives described above. Securities may be sold prior to maturity if a security with declining credit is sold early to~~

~~minimize loss of principal or a security swap would improve the quality, yield, or target duration in the portfolio.~~

2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.

3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

## **V. DELEGATION OF AUTHORITY**

A. The Business Manager of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The business manager shall operate the school district's investment program consistent with this policy. The business manager may delegate certain duties to a designee or designees, but shall remain responsible for the operation of the program.

B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust, and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The business manager shall avoid any transaction that could impair public confidence in the school district.

## **VI. STANDARD OF CONDUCT**

The standard of conduct regarding school district investments to be applied by the business manager shall be the "prudent person standard." Under this standard, the business manager shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The business manager, acting in accordance with this policy and exercising due diligence, judgment and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

## **VII. MONITORING AND ADJUSTING INVESTMENTS**

The business manager shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets and the relative value of competing investment instruments.

### **VIII. INTERNAL CONTROLS**

The business manager shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes or imprudent actions by officers, employees or others. The internal controls may include, but shall not be limited to, provisions relating to control of collusion, separation of functions, separation of transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clear delegation of authority to applicable staff members, limiting securities losses and remedial action, written confirmation of telephone transactions, in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documentation of transactions and strategies.

### **IX. PERMISSIBLE INVESTMENT INSTRUMENTS**

The school district may invest its available funds in those instruments specified in Minn. Stat. § 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of an other postemployment benefits (OPEB) a trust or trust account established pursuant to Minnesota Statutes section 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minnesota Statutes Chapter 118A or Minnesota Statutes Section 356A.06, Subdivision 7. Investment of funds in an OPEB trust account under Minnesota Statutes section 356A.06, subdivision 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the business manager, as designed herein, and the trust administrator.

### **X. PORTFOLIO DIVERSIFICATION; MATURITIES**

A. Limitations on instruments, diversification and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.

B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.

1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.

2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.

3. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

~~1. Positions in securities having potential default risk (e.g. commercial paper) shall be limited in size so in case of default, the portfolio's annual investment income will exceed a loss on a single issuer's securities.~~

~~2. Risks of market price volatility shall be controlled through maturity diversification such that aggregate price losses on instruments with maturities exceeding one year shall not be greater than coupon interest and investment income received from the balance of the portfolio.~~

~~Portfolio maturities shall be staggered to avoid undue concentration of assets in a specific maturity sector. Maturities selected shall provide for stability of income and reasonable liquidity.~~

## **XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS**

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

## **XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS**

A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.

B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota Statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

## **XIII. SAFEKEEPING AND COLLATERALIZATION**

A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any ~~F~~federal ~~R~~reserve ~~B~~bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in ~~Minnesota- Statutes- section~~§ 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

B. Deposit-type securities shall be collateralized as required by ~~Minnesota Statutes, section~~ § 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.

C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

#### XIV. REPORTING REQUIREMENTS

A. The business manager shall ~~generate~~ submit daily and monthly transaction investment reports for management purposes. ~~to the School District Board.~~ In addition, the school board shall be provided a monthly ~~The reports that shall include data on investment instruments being held as well as any narrative necessary for clarification., at a minimum, the following information for each individual investment:~~

- ~~1. Description of investment instrument~~
- ~~2. Interest rate or yield to maturity~~
- ~~3. Maturity date~~
- ~~4. Purchase price or remaining principle(Book Value)~~
- ~~5. Market value at time of last statement~~
- ~~6. Total fair market value adjustment~~

B. When the portfolio exceeds 25 investments, the business manager shall prepare and submit to the school board quarterly an investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter, and describe the investment portfolio in terms of investment securities, maturities, risk characteristics and other features. The report shall summarize explain the quarter's total investment strategies employed in the most recent quarter and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features ~~return and compare the return with budgetary expectations.~~ The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the school district's auditor.

C. Within ninety (90) days after the end of each fiscal year of the school district ~~then the portfolio exceeds an average 25 investments for the year, within forty five (45) days after the end of each fiscal year of the school district,~~ the business manager shall prepare and submit to

the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.

D. If necessary, the business manager shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

## **XV. DEPOSITORIES**

The school board shall annually designate one or more official depositories for school district funds. The business manager of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of ~~Minnesota Statutes, section~~ § 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition and withdrawal of collateral.

## **XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT**

The school district may make electronic fund transfers for investments of excess funds upon compliance with ~~Minnesota Statutes, section~~ § 471.38.

**Legal References:** Minn. Stat. § 118A.01 (~~Definitions Public Funds; Depositories and Investments~~)

Minn. Stat. § 118A.02 (~~Depositories; Investing; Sales, Proceeds, Immunity Authorization for Deposit and Investment~~)

Minn. Stat. § 118A.03 (~~When Depositories~~ and What Collateral Required)

Minn. Stat. § 118A.04 (Investments)

Minn. Stat. § 118A.05 (Contracts and Agreements)

Minn. Stat. § 118A.06 (~~Delivery and Safekeeping; Acknowledgements~~)

Minn. Stat. § 356A.06, Subd. 7 (~~Authorized Investments; Additional Duties Securities~~)

Minn. Stat. § 471.38 (Claims)

Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

**Cross References:** MSBA Model Policy 703 (Annual Audit)

~~MSBA Service Manual, Chapter 7, Education Funding~~

Minnesota Legal Compliance Audit Guide for School Districts prepared by the Office of the State Auditor

Date Adopted:	File Number: Detroit Lakes Policy - 706
Date Revised: 03/09/2015; 5/17/2021; <u>11/27/23</u>	

## 706 - ACCEPTANCE OF GIFTS

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

### I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the school board.

### II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

### III. ACCEPTANCE OF GIFTS GENERALLY

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

### IV. GIFTS OF REAL OR PERSONAL PROPERTY

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift as well as location for placement if applicable. To facilitate Board approval, a written proposal is required for all contributions exceeding \$5,000.00 or for contributions being permanently placed on School District property. The real or personal property so accepted may not be used for religious or sectarian purposes.

*[Note: This voting requirement and gift use provision is specified by Minnesota Statutes, section § 465.03.]*

### V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

**Legal References:** Minn. Stat. § 123B.02, Subd. 6, (General Powers of Independent School Boards~~Bequests, Donations, Gifts~~)  
Minn. Stat. § 465.03 (Gifts to Municipalities)

**Cross References:** None

Appendix I to Policy 706

CONTRIBUTION PROPOSAL

A written contribution proposal is required for all contributions exceeding \$5,000.00. Please complete the following questionnaire and submit to the site principal or program director.

Amount/value of gift: \_\_\_\_\_

1. Describe how the gift furthers the mission of the district.

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2. Are there any restrictions on the district's use of the gift?

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3. Does the gift imply an endorsement of any business or product?

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4. Describe in detail any ongoing expenses the district may incur if the gift is accepted.

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5. Does the gift create inequities between programs or sites?

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I. COMPUTATION OF 2023 PAYABLE 2024 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TAC/MAX EFF ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP			N/A			
GEN-RMV OTHER-EXEMP	2,553,972.78	100,571.95-	N/A			2,453,400.83
GEN-NTC VOTER-EXEMP			N/A			
GEN-NTC OTHER-GENED	N/A	N/A	N/A			N/A
GEN-NTC OTHER-EXEMP	2,173,838.12	72,099.54	218.18-	N/A	N/A	2,245,719.48
TOTAL GENERAL	4,727,810.90	28,472.41-	218.18-			4,699,120.31
COM SERV-EXEMP	246,969.96	4,284.24-	14.62-			242,671.10
DEBT-VOTER-NONEXEMP	4,101,333.00	146,288.31-	.94-			3,955,043.75
DEBT-OTHER-NONEXEMP	805,255.87	29,703.69-				775,552.18
TOTAL DEBT SERV	4,906,588.87	175,992.00-	.94-			4,730,595.93
OPEB-VOTER-NONEXEMP						
OPEB-OTHER-NONEXEMP						
TOTAL OPEB/PENSION						
TOTAL	9,881,369.73	208,748.65-	233.74-			9,672,387.34

II. COMPARISON OF 2022 PAYABLE 2023 LEVY LIMITATION WITH 2023 PAYABLE 2024 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2022 PAY 2023 LIMITATION	2023 PAY 2024 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	4,084,516.28	4,699,120.31	614,604.03	15.05
COMMUNITY SERVICE	230,761.51	242,671.10	11,909.59	5.16
GENERAL DEBT SERVICE	4,724,293.96	4,730,595.93	6,301.97	.13
OPEB DEBT SERVICE				
TOTAL	9,039,571.75	9,672,387.34	632,815.59	7.00

III. COMPARISON OF 2022 PAYABLE 2023 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2023 PAYABLE 2024 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2022 PAY 2023 CERTIFIED LEVY + ADJUSTMENTS	2023 PAY 2024 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	4,084,516.28			
COMMUNITY SERVICE	230,761.51			
GENERAL DEBT SERVICE	4,724,293.96			
OPEB DEBT SERVICE				
TOTAL AFTER ADJUSTMENTS	9,039,571.75			

LINE #	LIMITATION COMPONENTS	2022 PAY 2023 LIMITATION	2022 PAY 2023 CERTIFIED LEVY	2023 PAY 2024 LIMITATION	2023 PAY 2024 PROPOSED LEVY	2023 PAY 2024 CERTIFIED LEVY NOTES
SUBTOTALS BY LEVY CATEGORY						
(5001)	GENERAL-RMV VOTER					
(5002)	GENERAL-RMV OTHER	2,192,706.10	2,192,706.10	2,453,400.83		
(5003)	GENERAL-NTC VOTER					
(5004)	GENERAL-NTC OTHER	1,891,810.18	1,891,810.18	2,245,719.48		
(5009)	COMMUNITY SERV-NTC OTHER	230,761.51	230,761.51	242,671.10		
(5013)	GENL DEBT-NTC VOTER	3,936,600.62	3,936,600.62	3,955,043.75		*1
(5014)	GENL DEBT-NTC OTHER	787,693.34	787,693.34	775,552.18		*1
(5020)	OPEB DEBT-NTC VOTER					
(5021)	OPEB DEBT-NTC OTHER					
SUBTOTALS BY FUND						
(5005)	GENERAL FUND	4,084,516.28	4,084,516.28	4,699,120.31		
(5009)	COMMUNITY SERVICES FUND	230,761.51	230,761.51	242,671.10		
(5015)	GENERAL DEBT SERVICE FUND	4,724,293.96	4,724,293.96	4,730,595.93		
(5022)	OPEB/PENSION DEBT SERVICE FUND					
SUBTOTALS BY TAX BASE						
	REFERENDUM MARKET VALUE	2,192,706.10	2,192,706.10	2,453,400.83		
	NET TAX CAPACITY	6,846,865.65	6,846,865.65	7,218,986.51		
SUBTOTALS BY TRUTH IN TAXATION CATEGORY						
	VOTER APPROVED	3,936,600.62	3,936,600.62	3,955,043.75		
	OTHER	5,102,971.13	5,102,971.13	5,717,343.59		
TOTAL LEVY						
	TOTAL LEVY	9,039,571.75	9,039,571.75	9,672,387.34		

ALLOWABLE INCREASE

ALLOWABLE INCREASE AMOUNT

MAXIMUM ALLOWABLE CERTIFIED LEVY

FOOTNOTES:

\*1 SCHOOL BUILDING BOND AGRICULTURAL CREDIT WILL BE CALCULATED USING THE GENERAL DEBT SERVICE LEVY CATEGORIES

NOTE TO SCHOOL DISTRICTS: MUST CERTIFY PROPOSED AND FINAL LEVIES VIA THE WEB-BASED LEVY CERTIFICATION SYSTEM AVAILABLE ON THE MDE WEBSITE, [HTTP://EDUCATION.STATE.MN.US](http://EDUCATION.STATE.MN.US).

**Detroit Lakes Public School District No. 22**  
**Property Tax Levy and Rate Summary, Taxes Payable in 2023 and 2024**

September 25, 2023

	Actual Taxes Payable in 2023	Preliminary Estimate of Taxes Payable in 2024	Estimated Change in Annual Taxes	Estimated % Change
RMV-Based Levies	\$2,192,706	\$2,453,401	\$260,695	11.89%
General Debt Service	\$4,724,294	\$4,730,596	\$6,302	0.13%
Other NTC-Based Levies	\$2,122,572	\$2,488,391	\$365,819	17.23%
<b>Total Adjusted Levies</b>	<b>\$9,039,572</b>	<b>\$9,672,387</b>	<b>\$632,816</b>	<b>7.00%</b>

Type of Property	Estimated Market Value	Estimated Annual School District Property Taxes			
Residential Homestead	\$100,000	\$224	\$210	-\$14	-6.3%
	150,000	370	346	-24	-6.5%
	200,000	516	481	-35	-6.8%
	250,000	662	617	-45	-6.8%
	300,000	807	752	-55	-6.8%
	350,000	953	888	-65	-6.8%
	400,000	1,099	1,024	-75	-6.8%
	500,000	1,377	1,282	-95	-6.9%
	750,000	2,180	2,026	-154	-7.1%
1,000,000	2,982	2,770	-212	-7.1%	
Commercial/Industrial	\$100,000	\$367	\$339	-\$28	-7.6%
	250,000	1,008	929	-79	-7.8%
	500,000	2,153	1,982	-171	-7.9%
	1,000,000	4,444	4,087	-357	-8.0%
Agricultural Homestead (dollars per acre) **	\$4,000	\$1.89	\$1.78	-\$0.11	-5.8%
	5,000	2.36	2.23	-0.13	-5.5%
	6,000	2.83	2.67	-0.16	-5.7%
Agricultural Non-Homestead (dollars per acre) **	\$4,000	\$3.78	\$3.57	-\$0.21	-5.6%
	5,000	4.72	4.46	-0.26	-5.5%
	6,000	5.67	5.35	-0.32	-5.6%
Seasonal Recreational Residential	100,000	\$183	\$165	-\$18	-9.8%
	200,000	365	329	-36	-9.9%
	300,000	548	494	-54	-9.9%
	400,000	731	659	-72	-9.8%
	500,000	914	823	-91	-10.0%
	750,000	1,485	1,338	-147	-9.9%
	1,000,000	2,056	1,852	-204	-9.9%

**Key Assumptions:**

1. Preliminary Pay 24 RMV is estimated to change by 13.00% and NTC by 17.00% as compared to taxes payable 2023.
  2. Assumes no change in the value of individual parcels of property from 2023 to 2024 taxes. If the value of a parcel changed, the change in taxes will be different than shown above.
  3. Taxes payable in 2024 are based on latest estimates of proposed levy, as of the date above.
- \*\* For agricultural property, estimates above are based on the average value per acre of agricultural land and buildings. The estimated tax impact includes a 70% reduction on the portion attributable to school debt taxes due to the School Building Bond Agricultural Credit. The house, garage, and one acre of land (HGA) would pay taxes at the same rate as residential homestead property. For property owners with greater than \$2.15 million of agricultural homestead land and buildings, a portion of the property will be taxed according to the higher non-homestead rate.



## **Detroit Lakes Public Schools Flex-Learning Plan** **Roosevelt & Rossman Students K-5**

**The District will be using Flex Learning Days for up to 3 days in the event of inclement weather.**

**The expectations for these days are outlined below.**

### **Staff Roles on a Flex Learning Day:**

- Teachers will send Flex Learning Day materials and instructions home in advance. Lessons will provide students choice about which activities to complete and how to demonstrate learning.
- Teachers will be given suggestions / list of questions to guide conversations and check for understanding / offer support.
- Students and parents can contact teachers during school hours (8:15 AM -3:25 PM) by email or SeeSaw.
- Specialists and school counselors will be assigned students to reach out to during each Flex Learning day.
- Teachers will check and respond to email and voicemail during school hours to address student and parent questions.
- Educational Support Assistants will submit a request for Flex Learning hours into SMARTeR

### **Student and Parent/Guardian's Role on a Flex Learning Day:**

- Parents will have the teacher's contact information and communicate if questions arise or the student needs assistance.
- Parents will review the instructions for Flex Learning sent home from the teacher.
- Bingo Cards / Choice Boards shared via Seesaw and hard copies sent home to families.
- For attendance purposes, flex-learning activities must be completed and paper returned to school or a picture uploaded to Seesaw.



## Snow Day/Flex-Learning Day Plan 2023-2024

The District will be using Flex Learning Days for up to 3 days in the event of inclement weather.. The expectations for these days are outlined below:

### Teachers

- Teachers will have learning activities posted by 8:30am on the morning of a Flex-Learning/ Weather Day.
- Students should be trained on how to log into their courses at the beginning of the year. The most commonly used methods are below.
  - ◆ Schoology
  - ◆ Google Classroom
  - ◆ Emailed Assignments
- Teachers shall be available during the instructional day to answer questions.
  - ◆ Available does not mean fully live and online all day!
  - ◆ This can be via email or could be a virtual meeting
    - Some teachers may have virtual sessions to log into or have video lessons available.
    - Some activities will be an extension of what students have already been doing in class.
    - Assignments should NOT just be homework problems to complete!
- This is NOT Distance Learning!
  - ◆ Keep in mind some students will not have access to devices or materials.
  - ◆ If you post an assignment students shall be allowed to make it up if they do not turn it in the next day or cannot log in on the Flex Learning day.
  - ◆ Preference is that you post an activity related to the learning that you are doing, not just more homework!
- It is a best practice for instructors to have several Flex Learning day lessons ready for use throughout the year in the event of a weather related cancellation!

**Office Staff/Counselors**

- Office staff and counselors will be able to perform most of their regular duties during Flex Learning days as they all have computer access.
- This could include:
  - ◆ Meeting with students
  - ◆ Sending transcripts
  - ◆ Completing attendance processes
  - ◆ Completing any support tasks that they are assigned to on a daily basis that do not require student interaction.

**Educational Support Assistants**

- Educational Assistants will submit a request for Flex Learning hours into SMARTeR

Flex-Learning/e-Learning Plan  
Laker Transitions/Project SEARCH  
23-24 School year

Laker Transitions:

Students will be given a list of activities, separated into three categories: independent living skills (i.e. wipe down counters, empty dishwasher), employability skills (i.e. cancel end-of-day transportation), and postsecondary education (i.e. read or listen to a nonfiction book of choice). Students must choose one activity to complete from each category. Each student's provided list will be tailored to his/her skill level and resources available at home.

Project SEARCH:

Teacher will send out a google meet to the Project SEARCH interns to have a virtual learning time from 10:00-11:00 am (expect interns would be up by 10am) in which I can take attendance. This will be our way to touch base and cover a mini lesson that includes the directions for their activity for the day. Once the intern finishes the assignment, the expectation would be that I get an email response with the completed work from the intern by 2:30pm that same day (typical end day time). Project SEARCH curriculum within the online portal has 9 various units to choose from with 4-5 lessons/activities in each unit that is tailored to support virtual learning.

# Snow Day/Flex-Learning Day Plan

The District uses up to 3 Flex Days per year in the event of weather related school cancellations. The logistics of these days are outlined below:

- **Teachers will have learning activities posted by 8:30am on the morning of a Flex Learning / Weather Day.**
- **Your student will know how to log into their courses as they regularly use the platforms listed below in most classes at DLALC. The most commonly used methods for posting assignments are:**
  - ◆ Edgenuity
  - ◆ Google Classroom
  - ◆ Email
- **Attendance is taken on these days.**
  - ◆ Please encourage your students to check their email immediately at 8:30am and log into their classes for attendance!
  - ◆ If you cannot log in for some reason please email your teachers and leave a message on the main office attendance line: 844-5687.
- **Teachers will be available during the instructional day to answer questions.**
  - ◆ Available does not mean the teacher will be on video live all day.
  - ◆ Available means they can be reached via email or might host a virtual meeting students can join.
- **Flex Learning is NOT Distance Learning.**
  - ◆ If your student does not have access to materials or the internet, they will be allowed to make up any required work once we are back in the classroom.
  - ◆ Most teachers choose to post a learning activity related to where they are at in the curriculum on an Flex Learning day.
  - ◆ Remember most classes will not be “live” on the internet on a Flex Learning day. Some teachers may choose to do a Google Meets or Zoom to answer questions or get students started, but this is not a requirement!
- **Be sure to stay sky aware!**
  - ◆ If weather could be an issue, be sure to listen for important updates from your teachers about what they will be posting on the Flex Learning day.

**Friday 2-Hour Late Start Days: Due to our Friday schedule 8:15 a.m. - 10:15 a.m., no onsite classes.**



# Detroit Lakes Middle School

500 11<sup>th</sup> Avenue – Detroit Lakes, MN 56501  
218-847-9228 FAX: 218-847-0057

Mike Suckert Justin Hegg  
Principal

Assistant Principal

Mike Suckert, Principal

Justin Hegg, Assistant Principal

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## Flex Learning Expectations

Teachers will have their activity posted by 8:30am on flex learning days (storm days).

Teachers will post on the following platforms:

- Google Classroom

Teachers will be available during the instructional day to answer questions/assist/etc via:

- Email
- Google classroom
- Google Meets if possible/necessary

Flex Learning Activities

- Expectation is the activity is related/relevant to current curriculum/lesson plans.
- A “product” of activity either that day or shortly thereafter is appropriate.  
(Journal/summary/reflection/assignment/etc)

How Flex Learning days differ from previous Distance Learning models.

- Asynchronous.
- Short term
- Lack of direct instruction.
  - o Considerations - Students may have other responsibilities (caring for siblings, assisting family, weather related hardship) that may affect performance.

Non-Instructional Staff Duties/Directions

Clerical – Work remotely attending to tasks not needing physical location of school

Counselors – Work remotely on tasks you have access to including collaboration on upcoming lessons/groups – reach out to students/teachers as necessary.

Paraprofessionals – Will submit a Flex-Learning time off request



# **Detroit Lakes Public Schools**

**World's Best Workforce Plan 2023-2024**

*Charting a Course for Excellence*

**The World's Best Workforce Plan (MN Statute 120B.11) is a comprehensive long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-K through high school. District and school sites will strive to create the world's best workforce by addressing the following:**

- **Closing the identified achievement gap(s),**
- **Ensuring all students are ready for kindergarten,**
- **Ensuring all students in third grade achieve grade level literacy,**
- **Ensuring all students attain career and college readiness before graduation.**
- **Ensuring all students graduate from high school.**



## **Performance Measures**

The District seeks to ensure effective educational practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture. National, state, and local assessment results will be used to determine progress. Performance measures will include:

- Achievement gap performance by subgroup;
- Student performance on the Minnesota Comprehensive Assessments; High School Graduation rates; and
- Career and College readiness information.

## **District and School Site Plans**

Successful school systems align goals and resources within the school district to achieve maximum performance. The Detroit Lakes Public School District will implement a collaborative and ongoing process for improvement that aligns district goals and school site goals. The Detroit Lakes Public School District School Board annually approves goals that drive the continuous improvement process, which requires the alignment of student achievement goals, building resources, staff development resources and supporting programs. After reviewing student achievement data, each school site develops a minimum of two achievement goals, complete with building level action plans that will be implemented during the following school year.

## **Detroit Lakes Public School District Strategic Goals**

Through a strategic planning process, community stakeholders have revised a long-term plan for Detroit Lakes School District. The previous process created a mission statement and belief statements for the District's stakeholders; these are listed below. Building goals are then derived in alignment with the district goals and based upon school site performance data.

Follow this link to read the **[State of the District Annual Report](#)**.

# STRATEGIC PLAN



## VISION

Detroit Lakes Public Schools:  
charting a course for  
excellence.

## MISSION

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

## Guiding Principles: Laker PRIDE

Purpose Relationships Innovation Development Equity

## PURPOSE

Deliver educational Excellence.



### Relationships

the ways we connect and  
behave toward each other

Care and communicate positively and respectfully within  
and across our schools and community.



### Innovation

the creation, development, and  
implementation of a new idea  
or concept to enhance  
educational opportunities

Embrace creativity and critical thinking.

- 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



### Development

a process that creates growth,  
progress, positive change or the  
addition of physical, economic,  
environmental, social and  
demographic components

Foster the academic, social, emotional, and cultural needs of all  
learners.

- 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



### Equity

the quality of being fair (not  
equal) and impartial

Ensure that our values, policies, and practices are equitable for  
our students, staff, and community.

- 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

## **Assessing and Evaluating Student Progress**

The District, and each school site, will assess and evaluate students' progress toward meeting academic standards and toward college and career readiness. Detroit Lakes Public School District has identified assessments to provide data for instructional decisions relating to learning and instruction and continuous program improvement. The [District Assessment Calendar](#) is posted on our website and changes will be made if schedules are adjusted.

### Assessment objectives:

- System wide assessment: Measure the effectiveness of district curriculum in meeting local, state and national standards.
- Classroom/student assessments: To inform teachers regarding instructional decisions for the classroom and individual students.

## **Assessments**

### K Readiness Assessments

- [Kindergarten Entry Profile](#), COR Advantage, produced by High Scope. COR Advantage is an observation-based assessment instrument for children from birth through kindergarten.
- [Early Childhood Indicators of Progress](#)

### Read Well by Third Grade Plan

- K-3 Reading Assessments for phonemic awareness, phonics, fluency, vocabulary, comprehension

### Classroom Assessments

- Formative
- Common Summative

### Access for English Language Learners (ELL)

- K-12

### Minnesota Comprehensive Assessments (MCAs)

- Reading: 3-8, 10
- Math: 3-8, 11
- Science: 5,8, HS

### STAR Assessments from Renaissance Learning

- K-8, HS
- Reading & Math

### EXPLORE

- College and Career Readiness Inventory

### ACT Or other College and Career Readiness Assessment

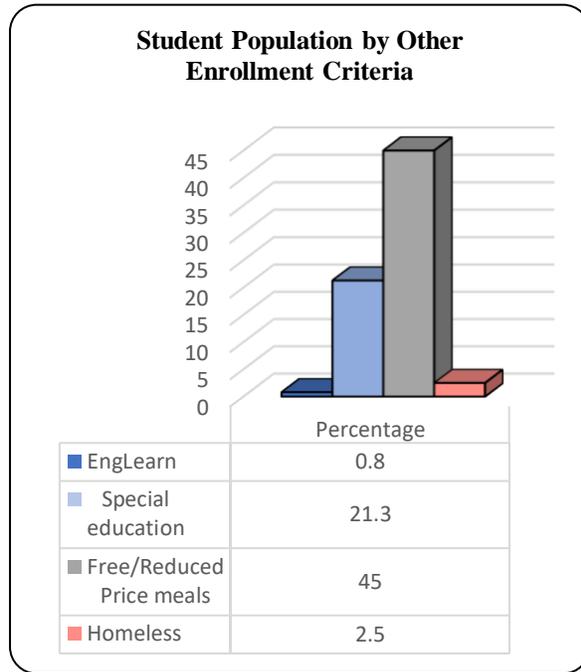
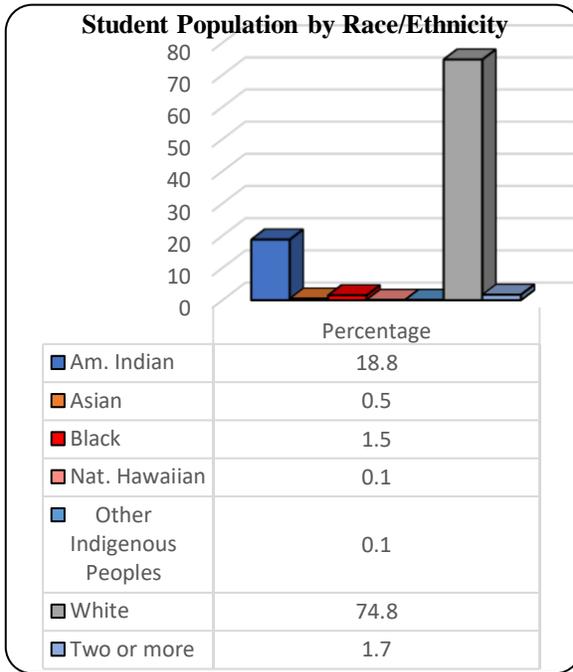
- Grade 11

### YouScience

- Grades 9-12



## Detroit Lakes Public School Student Population



Source [MDE Minnesota Report Card](#).

## Ready for Kindergarten

**Goal 1: Increase the percentage of kindergarten students scoring at a proficient level on September STAR Early Literacy from 40% in 2023 to 45% in September 2024.**

Our district currently works with the following partners: Headstart-MAHUBE-OTWA, licensed home daycares and area preschools. We utilize a Pre K-3 alignment group for collaboration. This group includes school district staff, Early Headstart center childcare providers, family childcare providers, Early Childhood Special Ed (ECSE) teachers, and Early Childhood Family Education (ECFE) teachers, family educators and social service representation.

### **Kindergarten Entry Profile**

ECFE/School Readiness, ECSE, and Head Start utilize [High Scope COR Advantage Assessments](#) for an on-going assessment to analyze trends, utilize classroom COR data and determine instructional needs as well as professional learning needs. ECFE is focused on providing proven, best practice instruction. Community education opportunities for preschool and families are available throughout the year. Becker County Health and area clinics partner to provide Early Childhood Screenings. Kindergarten screenings take place at the beginning of each school year.

# KINDERGARTEN READINESS GUIDE

The Kindergarten Readiness Guide has been developed to support caregivers with the necessary skills and concepts students need for success in Kindergarten. It is based on local, state and national standards. This guide was developed by the local Kindergarten Readiness Leadership Team and is represented by the following educational systems: Becker County Early Childhood Initiative, representatives from Detroit Lakes School District, Frazee School District and Lake Park-Audubon School District, MAHUBE-OTWA Head Start, Early Childhood Family Education/School Readiness, and Becker County Public Health.

## Listening/Speaking

- Consistently listens to stories read aloud
- Understands verbal and non-verbal cues
- Follows 2-3 step directions
- Uses language for a variety of communication purposes
- Initiates and participates in conversations
- Responds accurately to simple questions
- Demonstrates use of positional vocabulary (up/down, top/bottom, etc.)

## Math/Science

- Names basic shapes, colors, patterns
- Counts to 15
- Counts objects one at a time to 10
- Identifies numbers 0 to 10
- Compares, sorts and organizes things by common similarities (ie. soft/hard, small/big, wet/dry)
- Explores in nature and understands living and non-living things
- Experiments with scientific, age appropriate materials and concepts

## Physical Development

- Develop small muscle control and coordination - through use of a variety of tools (pencils, silverware, paint brushes, scissors, etc.)
- Develop large muscle control and coordination through a variety of activities (running, jumping, dancing, balancing, throwing)
- Under caregiver guidance, leads a healthy lifestyle (exercise, bedtime routine, 9-12 hours of sleep, healthy food choices, brushing teeth, well-child checkup, limit screen time)
- Performs self-care skills (dressing, socks and shoes, zipping, buttoning, hats, toileting)

## Social/Emotional Development

- Able to communicate their needs and feelings using words
- Works and plays well with others (taking turns, sharing, respect)
- Is able to follow rules and routines
- Comfortably separates from caregiver
- Names and expresses a range of emotions
- Consistent participation in early childhood (Birth - 5 years) academic opportunities
- Can resolve after disappointment and move forward

## Writing

- Tries to write, scribble or draw
- Identifies and writes name
- Understands and uses writing as a form of communication

## Reading

- Predicts what will happen next in stories and retells a simple story using pictures
- Recognizes familiar signs and logos
- Familiar with the components of books
- Recognizes and identifies at least 12 letters (upper/lower)
- Says real or made-up rhyming words
- Understands that letters have sounds and printed text carries meaning

## Art

- Imaginative in their play
- Willingness to explore various art mediums (paint, crayons, etc.)
- Participates in music and movement



For more information see [lakesfamilies.com](https://lakesfamilies.com) and/or <https://helpmeconnect.web.health.state.mn.us/HelpMeConnect>

Revised 2/2023

### **Early Admission Policy**

Per [Policy 630](#), entrants must be five years of age on or before September 1. Exception: Children who transfer into the Detroit Lakes School District, who have been currently participating in a kindergarten educational program in an accredited school, may be permitted to continue their enrollment in kindergarten. Under-age children with superior ability and above average social/emotional maturity may be admitted according to the following procedure: Children who will be five years of age between September 1 and December 31 may be considered for early entrance to kindergarten. The parent or guardian of such children shall meet with the principal of the school that the child would normally attend to discuss the program and to obtain an early admission application form. The completed form shall be returned to the principal. If the principal deems that kindergarten entrance is a possibility, the child will be recommended for psychological evaluation. The evaluation will be made by the school psychologist, who will make a recommendation to the building principal. The recommendation of the principal will be reviewed by the superintendent or designee. The parents will then be notified as to whether or not the child will be admitted.

### **First Grade Enrollment**

Entrants must be six years of age on or before September 1. Exception: Children who transfer into the Detroit Lakes School District, who have been successfully participating in a kindergarten or first grade educational program in an accredited school, may be permitted to continue their education at the same grade level in this school system.

## **Read Well by Third Grade**

### **Goal 2: Grade level literacy will improve in third grade from 48.3% proficiency in 2023 to 50.3% in 2024 as measured by 2024 Reading MCAs.**

The Detroit Lakes School District has a Read Well by Third Grade plan that is reviewed annually and submitted to MN Department of Education (MDE). The data is reviewed and analyzed for instructional improvement based on MCA proficiency in reading.

Detroit Public Schools has Multi-Tiered Systems of Support (MTSS) that is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. A variety of types of data and data teams are utilized to meet the needs of our students. MTSS Tiers utilized for reading instruction include the following.

## **Multi-Tiered Systems of Support ( MTSS)**

MTSS focuses on strengthening the instruction all students receive, in addition to providing help for their individual challenges. Detroit Lakes Public Schools is implementing the MnMTSS framework as its MTSS framework. MnMTSS framework is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices, and relies on the understanding and belief that every student can learn and thrive. In addition, it engages an anti-bias and socially just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

MTSS is a preventative framework focused on delivering high quality instruction in the area of academics and social-emotional learning. The framework supports aligning and integrating various district operations and system structures to facilitate efficiency and effectiveness to maximize and ensure student success.

MTSS is foundational to implementing the [Detroit Lakes Public School's Strategic Plan](#) in providing comprehensive rigorous, effective and responsive instruction to all students. This will allow DLPS to deliver educational excellence for all students.

### **There are five core components to the framework:**

- Infrastructure that supports continuous improvement,
- Family and community engagement,
- Multilayered practices and supports,
- Assessment, and
- Data-based decision making.

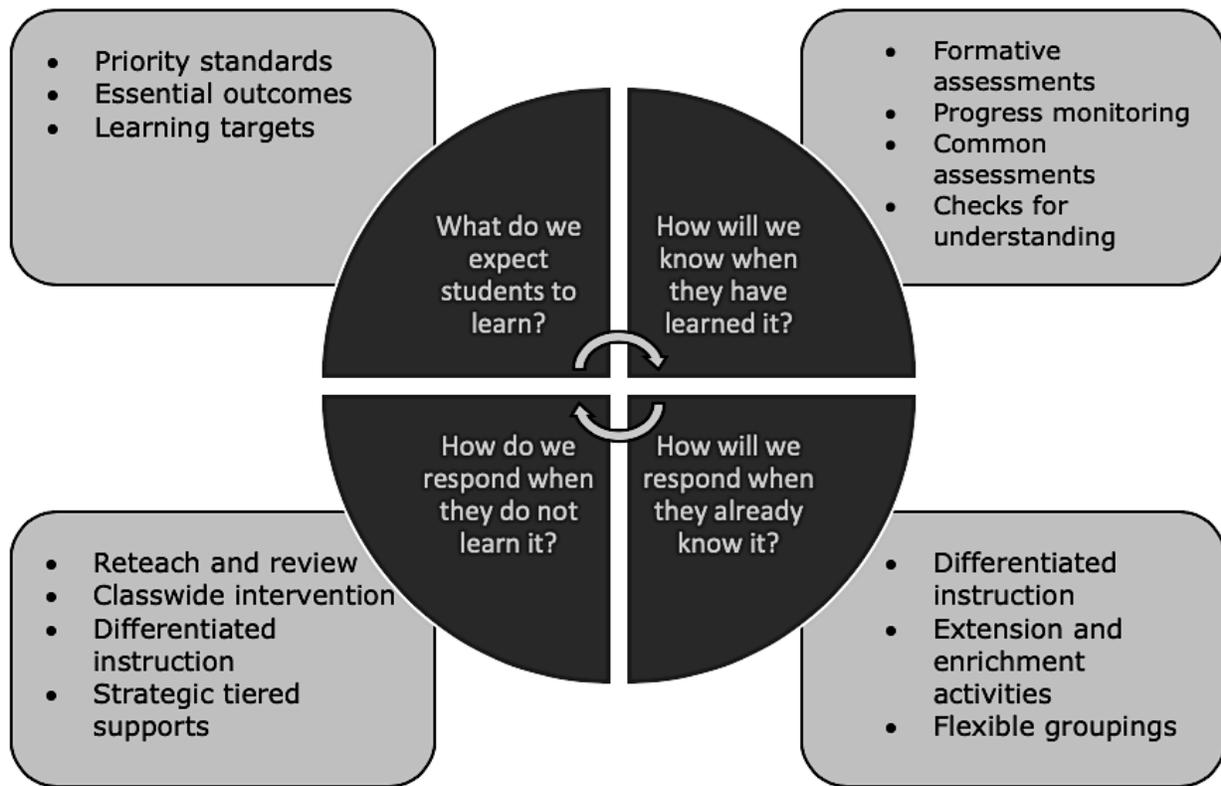


## TIER 1: UNIVERSAL INSTRUCTION

**Tier 1 is universal instruction or core instruction that is provided to all students. Universal instruction consists of both academic and social emotional learning.**

### Tier 1 Defining Features

- Core instruction for all students.
- Standards-aligned curriculum and evidence-based instructional strategies are essential in meeting the broad spectrum of student needs.
- Instruction demonstrates effectiveness for 80% or more of students.



## TIER 2: SUPPLEMENTAL INSTRUCTION

Tier 2 instruction is supplemental instruction that is provided to students performing below grade level standards (i.e., students at-risk) and for which Tier 1 instruction has been shown to be ineffective in addressing their needs. Tier 2 instruction is provided to prevent students from falling further behind grade level standards, hence, its purpose is to remediate skill deficits. In an MTSS framework, approximately 15%-20% of students may require this level of instruction to support their school success because their needs are beyond the resources that Tier 1 can effectively and adequately address.

## **Tier 2 Defining Features**

- Supplemental instruction is for students who did not show adequate progress with Tier 1 instruction and supports.
- Validated interventions are implemented and provided in addition to Tier 1 instruction.
- Instruction targets student needs in specific skill areas.
- Instruction/interventions are provided by trained staff.
- Frequent progress monitoring is used to evaluate intervention effectiveness.

## **TIER 3: INDIVIDUALIZED AND INTENSIVE INSTRUCTION**

Tier 3 instruction is individualized and intensive instruction that is provided to students who are significantly discrepant from grade level expectations. Tier 3 instruction is provided to prevent students from falling further behind grade level standards, and indicates that skill deficits are severe and persistent. Therefore, these students require individualized, intensive and explicit instruction in order to address skill deficits and facilitate adequate progress on grade level standards. In an MTSS framework, approximately 5%-10% of students may require this level of instruction to support their needs. General education students requiring individualized intensive instruction and students receiving special education services are served at Tier 3.

## **Tier 3 Defining Features**

- Individualized and intensive instruction for students with severe and persistent skill deficits who did not show adequate progress with Tier 2 instruction and supports.
- Validated evidence-based interventions/instructional strategies are implemented.
- Instruction is explicit and targets specific skills and the reasons that may be contributing to deficient skills.
- Interventions are provided by highly trained staff.
- Frequent progress monitoring is used to evaluate intervention effectiveness.



## Literacy

### Tier 1

We believe effective universal core instruction for all students is critical for students to become proficient in expected learner outcomes. Enhancement in the area of cultural literacy is occurring through ensuring access, specifically, to American Indian Literature at all levels. Guided Reading is in place in every classroom. Classroom teachers meet with students in small groups, determined by reading level and mastery of skills, to differentiate instruction. Formative assessments along with standardized assessments, such as STAR and DIBELS are also used to form groups for differentiation and help screen for dyslexia. Teachers continue professional learning to ensure the five key components of reading instruction are in place. These include: phonemic awareness, phonics, fluency, vocabulary and comprehension. DLPS also has professional learning communities (PLCs) in place where teachers meet weekly to plan instruction, plan assessments, analyze data, and use this information to change and grow in their instruction. This is part of our MTSS process. English as a Second Language services are provided by a licensed, experienced teacher. EduCLIMBER, a data warehouse, is used for easy access to data to help easily analyze data and make instructional decisions and help keep track of intervention data.

### Tier 2

Tier 2 strategies in place in DLPS include intervention programming as well as in class Tier 2 instruction. This programming includes working with licensed, experienced elementary teachers and educational assistants. Scheduled intervention time is provided for identified students. Staff members work with students who need additional support in reading and math. Formative assessments along with standardized assessments, such as STAR, are used to select students. Leveled Literacy Intervention is used to teach guided reading lessons. PRESS, a skill-based intervention, is implemented by educational assistants and Title One teachers. DLPS has Alternate Delivery of Specific Instructional Services to provide instruction to those who need additional academic support. Success and Achievement in Learning ([SAIL](#)) is an optional before school and after school program provided to students who need extra support.

### Tier 3

Reading Interventionists work with our students who have not qualified for special education and are not at grade level. Special education services are provided for all students that have an approved Individualized Education Plan. Instruction at this level is skill based and done with a few students at a time. This time is in addition to their core, Tier 1 instruction.

Additional support to close the achievement gap is provided by American Indian Education Department staff which supports students in all three tiers, as determined by need. DLPS also utilizes Achievement and Integration funding to provide additional reading support to focus on closing the achievement gap. Mental Health Partnerships are in place to support the District work aligned with PBIS. Professional learning on mental health issues is occurring throughout the district, specifically focusing on social/emotional learning training. Truancy interventions are available to support students and families with attendance needs.

## **Gifted and Talented Education Programming**

### **Process to Assess and Identify Students for Participation in Gifted and Talented Programs**

We use multiple factors for determining eligibility for Gifted and Talented programming. Assessment data from STAR Assessments in reading and math, as well as MCA grade-level assessments and classroom assessments are used in combination with teacher feedback/observation to select students for programming. Additionally, parent input, extra-curricular advisors' input and requests are considered. All of our teachers use formative assessments to differentiate instruction based on student needs in order to meet the needs of all learners.

Both elementary schools have a STEAM teacher so all students are able to have access to an enrichment program focused on science, technology, engineering, art, and math (STEAM) as well as opportunities for enrichment interventions. At higher levels, students are encouraged to participate in the gifted and talented activities that are offered such as Math Masters, Math Competition, Knowledge Bowl, and Robotics as well as leadership opportunities, clubs and extra-curricular activities of all kinds. Through these opportunities, students are supported in increasing their talents in their areas of interests.

Detroit Lakes Public Schools encourage professional learning on research-based strategies for teachers to broaden understanding and practices, procedures, and theories used in the education of children who have been identified as gifted or talented including differentiation in the classroom. Academic acceleration of gifted and talented students is determined at the individual school level. Parents are encouraged to discuss their child's needs with the classroom teacher or principal as needed to ensure services are provided as needed.

Differentiation means tailoring instruction to meet individual needs and is an instructional practice that provides multiple avenues and modes for students to acquire skills and demonstrate their learning. Differentiating instruction is not a single strategy or practice, but rather an approach that utilizes research-based instructional and organizational practices to accommodate student differences in the classroom. There are five classroom elements teachers differentiate to maximize student learning:

1. Content- the knowledge and skills students need to master and how to access learning content.
2. Process- how the lesson is designed for students and the learning experiences students engage in to master the content and how they understand and own the knowledge they acquire.
3. Practice – how teachers deliver instruction to students including how students are grouped in the classroom or paired with other students.
4. Products- the method teachers use to assess what students know and are able to perform.
5. Learning environment- the visible and invisible structures of how the classroom feels and functions.

Teachers adjust and vary the curriculum within these five elements to ensure that students requiring more help feel supported, and students who have demonstrated grade level proficiency are challenged. Students exceeding grade level standards are provided advanced differentiation that may include extension and enrichment activities, or flexible groupings.



## Decreasing the Identified Achievement Gap

**Goal 3: Increase reading proficiency of American Indian students' district-wide, from 39.2% in 2023 to 41.2% in 2024 as measured by the 2024 MCAs. Decrease the current achievement gap from 16.8% in 2023 to 14.8% as measured by the 2024 reading proficiency on MCAs.**

Some of the strategies used throughout the district to increase reading and math proficiency of our American Indian students include creating a strong Multi-Tiered System of Support (MTSS) and increase family engagement opportunities.

- American Indian Department designated staff and programming
- Success and Achievement in Learning (SAIL) – Targeted Services
- Title 1 for reading and math and Schoolwide Title
- Achievement and Integration Reading Interventionists
- Integrate diverse curriculum materials
- Social Emotional Learning including cultural components
- Cultural Competency training for staff with a focus on learning about American Indian culture

At our high school, a program called BARR (Building Assets, Reducing Risks) is being implemented. It is a proven model that improves the education system predicated on two pillars -- relationships and data. It is designed to create strong schools and communities by empowering students, teachers and families with data, so that schools can realign existing resources to nurture a unified and personalized culture of support for success for every student. As part of our BARR program here at DLHS, we do something called I-Time lessons. These lessons are life skills learning lessons that are designed to improve student connections to school, resilience skills, and relationships. Our core teachers do these short lessons each week in their classes. Initial implementation efforts for BARR will begin in our Middle School and Roosevelt Elementary during the 2023-2024 school year.

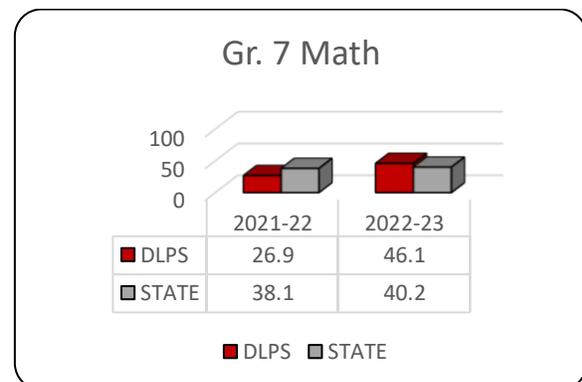
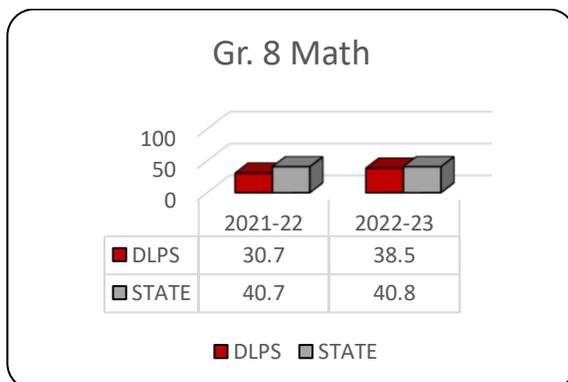
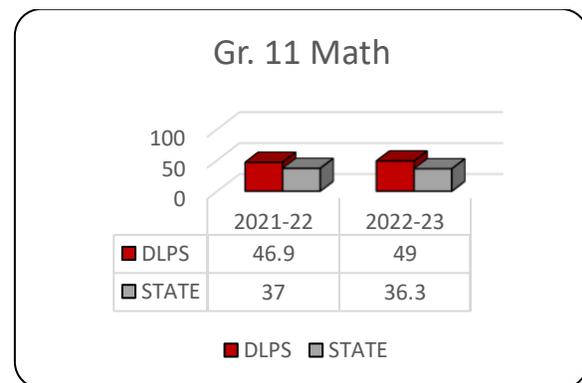
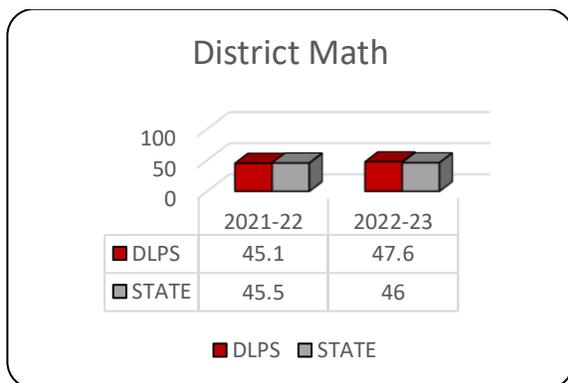


## 2023 MCA Proficiency Data

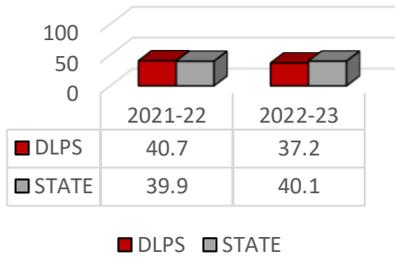
On the MCA science, math and reading tests, students do not receive a pass or failing grade. A student's test score places them into one of four categories which are not meeting state standards, partially meeting state standards, meeting state standards or exceeding state standards. The following charts illustrate student proficiency percentages for Detroit Lakes' students as compared to the state averages. Proficiency is defined as test scores that meet or exceed state standards in the subject area. For most grade levels and subject areas, Detroit Lakes' students are scoring at or above the state averages.

The [Minnesota Report Card](#) gives all stakeholders easy access to understandable district and school data. This tool will provide disaggregated data by grade level, demographics, and schools. This tool is designed to provide parents, educators, schools, districts and citizens with easy access to district and school information, test results, demographic information and other critical data in a centralized location. Choose from several reports to learn more about the state of education in your local district, a specific school, or the state as a whole.

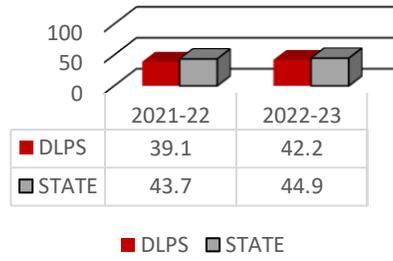
When comparing assessment results from year-to-year use caution when interpreting trend data as assessments change when academic standards are revised. Participation rates are measured however families have the right to sign off on a [parent refusal form](#) in order to have their child not participate in MCA testing.



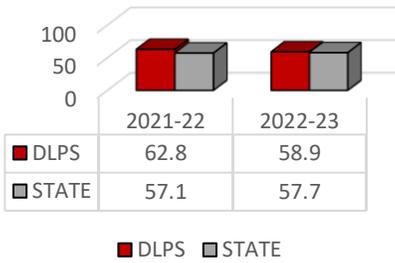
### Gr. 6 Math



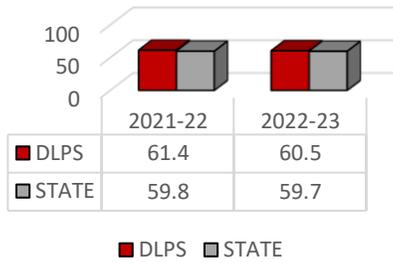
### Gr. 5 Math



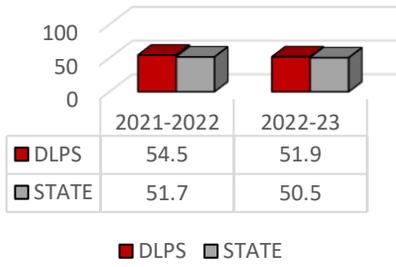
### Gr. 4 Math



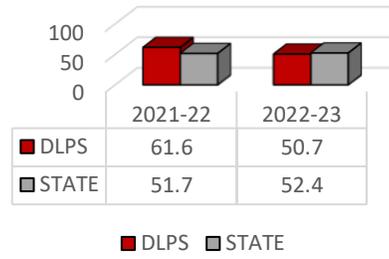
### Gr. 3 Math



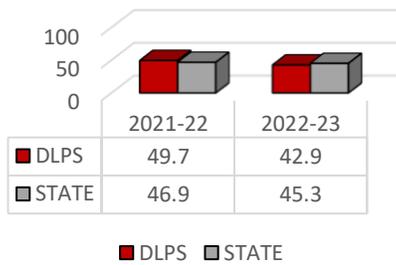
### District Reading



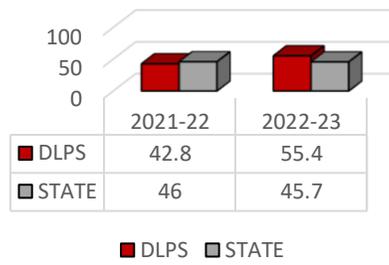
### HS Reading



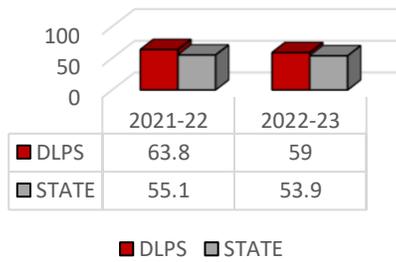
### Gr. 8 Reading



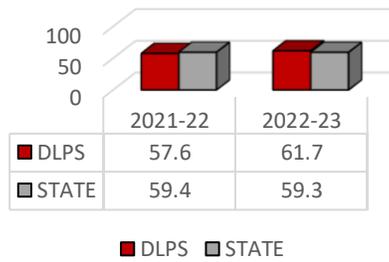
### Gr. 7 Reading



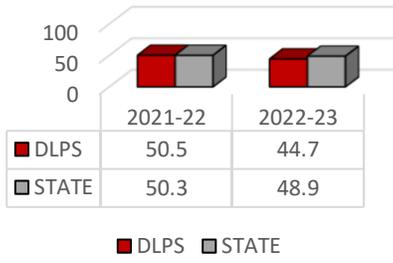
### Gr. 6 Reading



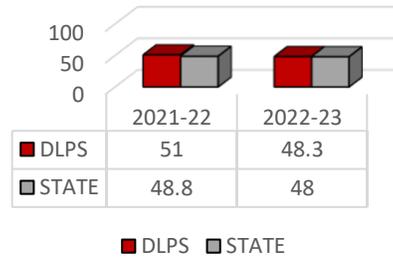
### Gr. 5 Reading



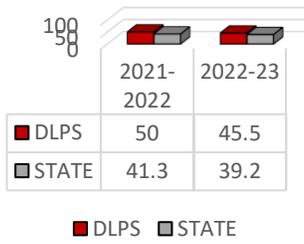
### Gr. 4 Reading



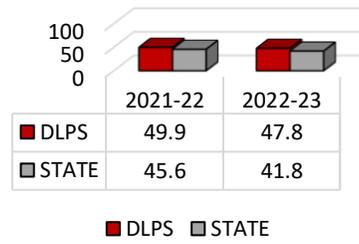
### Gr. 3 Reading



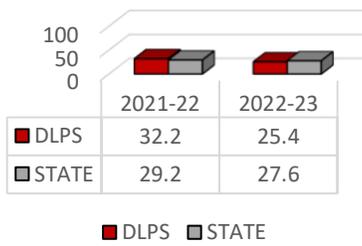
### District Science



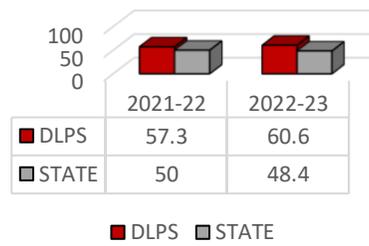
### HS Science



### Gr. 8 Science



### Gr. 5 Science



## College and Career Readiness

**Goal 4: Continue to ensure 100% of the graduating class of 2024 will participate in college and career work experiences throughout the high school years.**

### **College and Career Readiness Map**

#### **GRADES K-5**

- Various field trips to local businesses as well as guest speakers.

#### **GRADE 7**

Students will learn about the variety of traditional and nontraditional occupations. Students will develop an awareness of personal abilities, skills, interests and motivation. Students will identify personal skills, interests and abilities, and relate them to current career choice.

- Career exploration lessons in social studies

#### **GRADE 8**

Students will identify post-secondary options consistent with interests, achievement, aptitude and abilities. Students will understand how school success and academic achievement enhance future career and vocational opportunities. Students will learn about the variety of traditional and nontraditional occupations. Students will understand the relationship between educational achievement and career success.

- Using MCIS JR or YouScience
- Annual College Visit (NDSU, MSUM, MState)
- Discussions in Social Studies classes each Fall

# DETROIT LAKES HIGH SCHOOL



## ACADEMIES OF DETROIT LAKES HIGH SCHOOL

At the heart of our educational model is a unique academy structure centered around five distinct pathways: Business/Entrepreneurship, Information Technology, Production, Health Science, and Human Service. These pathways empower our students to delve into areas of interest, fostering a sense of purpose and equipping them with valuable skills for success in the 21st century.



Each academy course has three components: 1. Industry aligned content, 2. Work-based learning activities, and 3. Guest speakers or teachers. More than 90 business and community partners provide authentic learning experiences for our students at DLHS. In addition, many of these partners serve on our academy advisory boards ensuring that curriculum meets industry standards and helping to develop experiential learning opportunities within our pathways. As noted in the graphic above, each grade level participates in different work-based learning activities throughout the academy experience.



HUMAN SERVICES



HEALTH SCIENCES



PRODUCTION



INFORMATION TECHNOLOGY



BUSINESS & ENTREPRENEURSHIP

### Human Services:

**Health Services:** 60 Students received their OSHA 10 Health Certification this year. Additionally, students completed certifications in Anatomy and Physiology and Clinical/Lab Procedures in our Health Science pathway courses this year.

### Production:

### Information Technology:

### Business Entrepreneurship:

## **ADULT AGED 18-22: Additional High School Transition Planning**

Laker Transitions is a program designed to assist adult-aged students with disabilities learn employment and independent living skills, along with facilitating post-secondary education and training opportunities. Students will learn about and be able to access community agencies that will support transition goals. Students learn skills encouraging them to be involved members in the community while accessing their greatest level of independence in employment, daily living, post-secondary education and training, community participation, and recreation/leisure.

Project SEARCH is a nine-month post high school transition program that provides training and education leading to employment for individuals with disabilities. It is a collaboration between interns, families and guardians, Essentia Health, Detroit Lakes School District, Becker County, and Vocational Rehabilitation Services. Interns are immersed in the workplace and participate in three internships to explore career options while learning transferable job skills. The ultimate goal upon completion of the Project SEARCH program is competitive, integrated employment.



The PAES Lab is a hands-on assessment of employment potential. Participants clock in and go to work exploring nearly 300 jobs in five career areas (Computer/Technology, Construction/Industrial, Processing/Production, Consumer/Service, Business/Marketing) that are based upon typical skills found at community-based job sites. Participants find out what job skills they are good at and what job skills they like to do.

### **Community Education and Adult Basic Education**

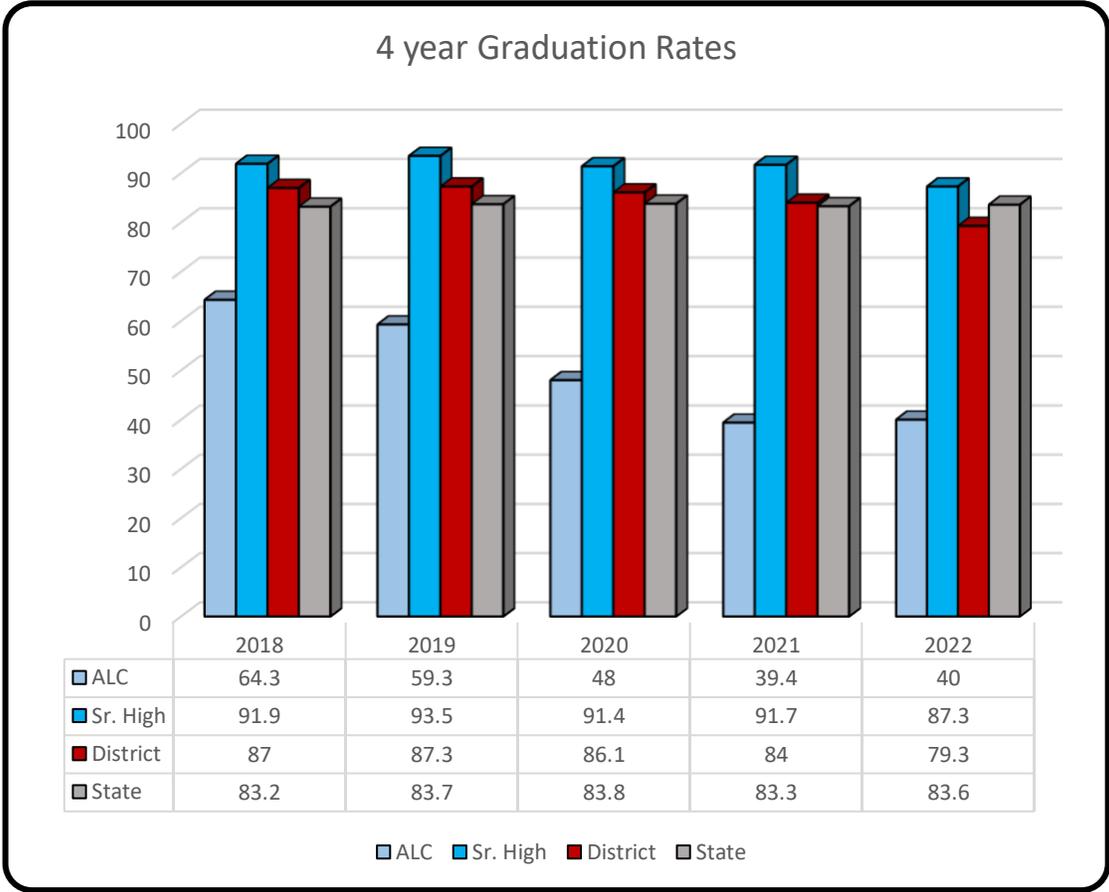
Through collaborative efforts, Detroit Lakes Community Education's focus is to enhance the quality of life of all community members by providing lifelong learning opportunities. Community Education is a department of each school district in the state of Minnesota. This statewide, school-based network connects local people and resources to improve schools and communities. Community Education provides quality programs to learners of all ages and abilities: infants and preschoolers, school-aged children, adults and seniors. Community Education has a long-practiced philosophy of citizen and community engagement and collaborative partnerships, key components in connecting the schools and the community.

Adult Basic Education (ABE) is available statewide at little to no cost to adult learners. It is administered through the Minnesota Department of Education. Each year, more than 300 delivery sites serve approximately 65,000 adult students. About one-half of these students are enrolled in English learner (EL) programs. The ABE services include Adult Diploma, GED, English as a Second Language (ESL or EL), Career Pathways, Family Literacy, Basic Skills Enhancement, Workplace Literacy, and U.S. Citizenship/Civics.

You must be at least 17 years old, not enrolled in K-12 public or private school, and lack basic academic skills in reading, writing, speaking and/or mathematics in order to be eligible for ABE services. Local contact information related to ABE services can be found on our DLPS [website](#).

# Graduation Rates

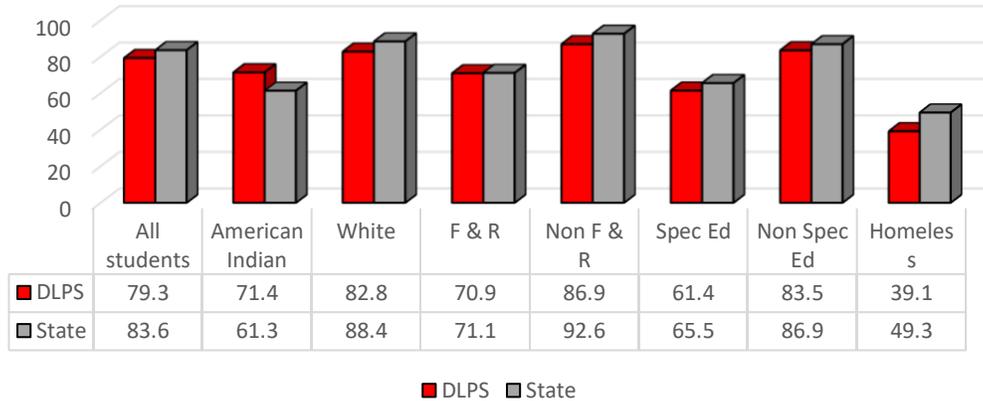
**Goal 5: 90% of all students will successfully graduate in 4yrs from Detroit Lakes Public Schools in 2024 as compared to 79.3% in graduating class of 2022.**



*\*Graduation rates are reported one year after the cohort graduates.*



### DLPS 4 Year Graduation Rates for Graduating Class 2022



*\*Some demographic group criteria in counts too small to report publicly.*

A breakdown of this data according to state and local demographics can be accessed at the [Minnesota Report Card](#). The 4 year rate is measuring if a student enrolled as a freshman, graduates from high school within 4 years. If not, they are considered not graduating. If a student graduates in 5 years or earns a GED, that student count is considered not graduating for our 4 year rate.

If students are enrolled in Laker Transitions or Project Search, they will officially graduate once they exit out of that programming. At this time, they would be classified as continuing, therefore, not graduating in 4 years.

[Policy 613 – Graduation Requirements](#)

## **Effectiveness of Instruction and Curriculum**

### **Review Process**

District curriculum is reviewed on a continuous cycle, utilizing teams of teachers at elementary, middle school and the high school level. Input is sought through the District Curriculum Site Council and our Teaching and Learning Committee. Throughout the process, review teams support the implementation of the District mission, vision, values and strategic plan identifying strengths and weaknesses, along with best practice instructional methods, to best prepare our students for career and college readiness.

### **Detroit Lakes Curriculum Cycle**

The curriculum cycle plan correlates with the state's plan in writing and revising state standards and benchmarks. When a curricular area is on the cycle, a committee will be formed to analyze the scope and sequence as well as select the necessary materials. The curriculum review cycle is adjusted to align with MDE standards adoption website.

Teachers and administrators participate in a standards and material selection process that involves a deep dive into the standards and benchmarks. Materials are researched and examined throughout the year to determine which materials will best help teachers teach the standards to our students and that which materials will be most engaging for our students. This process occurs over a long period of time with a variety of educator meetings and sharing with the colleagues to provide feedback. The chart below outlines the extensive process that educators go through prior to making a purchasing recommendation. To view the MN Standards, what our curriculum is aligned with, please visit the [\*\*MDE Academic Standards\*\*](#) website.

## Curriculum Review Cycle Framework

To view the MN Standards, visit the [MDE Academic Standards](#) website.

<b>Needs Assessment</b>	<ul style="list-style-type: none"> <li>● <a href="#">Review the current standards.</a></li> <li>● Review the current program and analyze the data.</li> <li>● If new standards are being implemented by the state, then analysis of what is needed to teach each standard and benchmark is identified.</li> </ul>
<b>Alignment and Recommendations</b>	<ul style="list-style-type: none"> <li>● Determine recommended changes and do a vertical alignment discussion and analysis.</li> <li>● Identify and revise essential learning outcomes (ELOs).</li> <li>● Select materials for core instruction to be examined by teaching teams.</li> <li>● Utilize evidence based reports to ensure quality materials.</li> <li>● Make recommendations that are brought forward to staff and the Teaching and Learning Committee.</li> <li>● Overview shared with the District Advisory Committee and feedback opportunity.</li> <li>● If needed, review feedback with the Teaching and Learning Committee to determine if the selection team should review.</li> <li>● Board approves through the budget approval process.</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>● Identify and provide systematic professional learning for implementation of new materials.</li> <li>● Implement recommended essential learning outcomes and programs.</li> <li>● Utilize PLCs to examine effectiveness of instruction.</li> <li>● Development of pacing guides, assessments and yearly overview.</li> </ul>
<b>Reflection and Continuous Improvement</b>	<ul style="list-style-type: none"> <li>● Analysis of data and feedback from teachers, make adjustments and revisions.</li> <li>● Review <a href="#">state standards</a></li> <li>● Continue</li> </ul>

## Material Selection & Purchasing Cycle

2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K-5 Science HS Math extension 6-12 Art/Music	Social Studies PE/Health	Math (6-12)	Business/IT Ag Spanish FACS	K-12 ELA ELL	Science

*\*Changes may occur due to standard changes at the state or due to budgetary restrictions.*

### Effectiveness of Instruction: Teacher Evaluation

#### Effectiveness of Instruction: Teacher Evaluation

A three year teacher development and evaluation process has been developed that encompasses all requirements of MN State Statute 122A.40.

- year one: formal summative by licensed administrator
  - Detroit Lakes Public Schools has adopted the [Charlotte Danielson Framework for Teaching](#) for use as the formal evaluative tool by the administrator.
  - At the end of year one the teacher will set a teaching goal. The goal will be a focus through peer review (year two), and student engagement/reflection (year three).
- year two: peer review with instructional coaches
  - The peer review process involves a teacher teaming up with an instructional coach to work together for the year. The instructional coach may record the teacher’s instruction at least three times throughout the year followed by post observation dialogues, including goal setting and data collection.
- year three: independent reflection and study of student engagement
  - Teachers reflect on their goal(s) of the previous two years, adjust, and monitor student engagement. Teachers may also observe colleagues’ classes to widen knowledge of strategies, both academic and behavioral.

Professional Learning Communities: Teachers participate in professional learning communities to improve the skills and knowledge of how they teach and the content knowledge of what they teach (Frey, et. al.) to improve learning outcomes for students. The PLCs are part of MTSS process to ensure there is collective efficacy being utilized with grade level and content level teams.

## District new teacher induction – Mentor Program

- Separate, two-day in-service prior to back-to-school in-services
- Monthly meetings on various topics for the large group

### Mentor Obligations

1st year mentee	2nd year mentee	3rd year mentee
Mentee observed three times during the school year prior to principal visits.	Mentee observed twice during the school year.	Mentee observed once during the school year.
Show mentee the building routines.	Explain and reinforce District routines.	Explain and reinforce District routines.
Explain/show mentee the district routines.	Encourage involvement in school committees.	Encourage involvement in school committees.
Meet regularly with mentees. Try to touch base a minimum of two or three times a week.	Check with the mentee once a week.	Check with the mentee once every week to two weeks.
Mentor will make every effort to meet with the mentee at the new teacher workshop.		
Mentors may accompany mentee to mentor/mentee activities.		
Mentor will make every effort to attend mentor meetings.		
Mentor will encourage mentee(s) to observe other teachers, utilizing Danielson Framework (peer review). Mentors may assist mentees with components to focus on for each visited teacher; time should be allowed for discussion between observed teacher and new teacher.		

## **Principal Evaluation**

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to principal evaluations and teacher evaluations. A principal development and evaluation process has been developed that encompasses all requirements of MN State Principal Evaluation Statute 123B.147.

This plan includes:

**Evaluation and Observation Process:** The MN established Principal competencies were used as the basis for our supervision and professional growth plan for principals. Principals are observed and evaluated by the superintendent, at a minimum, once per year, with a formative review every year.

**School Performance Measures:** Principal evaluation will include school performance measures. These measures are set by the building leadership team, principal and superintendent.

**Principal Growth and Improvement Plan:** Principals will annually develop two goals, with action plans for professional growth. This process will be done collaboratively with the Superintendent and/or the Director of Curriculum and Instruction.

## **Professional Development**

A comprehensive and sustained professional development program is necessary to enhance a teacher's ability to deliver high quality instruction and to design and use assessments that are purposeful, assess appropriate learning targets, and to assign grades consistent with policy. Professional development activities are an integral part of broad school-wide and District-wide educational improvement goals. Effective professional development may be school-based, collaborative, and differentiated in its delivery. District and site professional development plans for effective classroom instruction must include research-based training components of theory, demonstration, guided practice, feedback and coaching. Professional Learning Communities are essential to this process.



## **District and Building Goals aligned with the Strategic Plan**

### **Site Teams**

Each school site will utilize a Building Leadership Team to analyze school site data, set building goals, and create annual action plans to improve instruction and student achievement as well as allocate budgets according to the goals and approved plans. The site teams ensure that the building goals align with the district goals. Site teams set the priority for their building staff's professional learning and budgets based on their student needs.

### **Building Goals**

- 2023 Roosevelt Building Goals
- 2023 Rossman Building Goals
- 2023 Detroit Lakes Middle School Building Goals
- 2023 Detroit Lakes Senior High School Building Goals
- 2023 Detroit Lakes Alternative Learning Center Building Goals

### **District Advisory Committee**

A function of our District Advisory Committee is to ensure active community awareness in phases of planning and improving the instruction and curriculum affecting state and district academic standards. The District Advisory Committee, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include teachers, parents, support staff, students, and other community residents. During the approval of WBWF plan, we are officially appointing members to this committee.

The district advisory committee

- shall review
  - academic standards
  - student achievement goals and measures
  - program evaluations
- shall listen to input from buildings and provide feedback on
  - the curriculum process,
  - professional development
  - Ask questions/give feedback on development for the World's Best Workforce and Achievement and Integration plans aligned with our strategic plan.

As a member of this committee, many are leaders of subcommittees that ensure the implementation and analysis of the components and results of the World's Best Workforce Plan

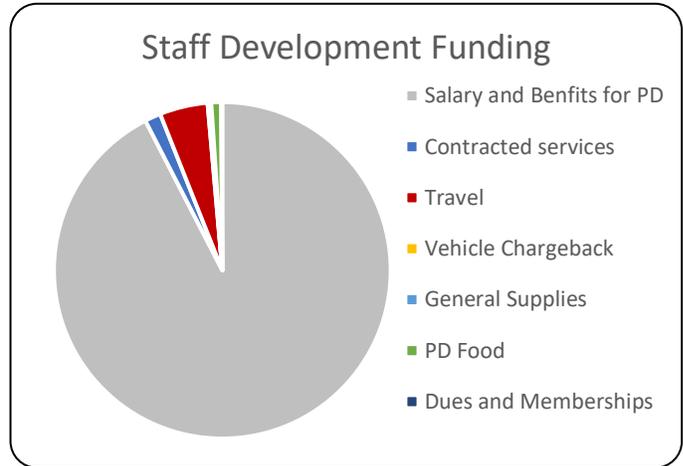
including Achievement and Integration and building goals. Members of the committee are selected by principals and administration to ensure representation of our district. The school board approves these during the WBWF Plan approval. Each year, the membership is reviewed and adjusted. We, also, have a large community and parent presence within our Academy Advisory Boards that is able to provide ongoing input regarding progress toward college and career readiness. Parents on the District Advisory Committee are appointed for a 2 year term. Minutes from the District Advisory Committee meetings are included in the School Board agenda and minutes. Approval of the WBWF Plan is official designation of the following members:

### **District Advisory Committee Members 2023-24**

Name	Role	Name	Role
Katie Biggar	MS Teacher/Parent	Cara Myers	ALC Spec. Ed/Parent
Joe Carrier	Indian Ed Coord.	Karen Nudell	Dir of Special Ed
Pam Daly	Inst. Coach/Community	Mickey Okeson	School Board
Heidi Evans	HS Teacher/Parent	Brian Olson	Parent
Tyler Fode	Rsvt Teacher/Parent	Josh Omang	HS Principal/Parent
Rhonda Fode	Inst. Coach/AIPAC	Jill Perkins	Inst. Coach/Community
Candace Goodrich	Parent	Fran Rethwisch	ECFE/Parent Ed/Community
Jack Goodrich	Parent	Brandon Schlenner	ALC and E-Laker Principal
Barb Groth	Educational Asst./Community	Emily Sternberg	Rossmann Principal
Mark Jenson	Supt. /Community	Mike Suckert	MS Principal/Parent
Renee Kerzman	Dir. Tchg&Lrng/Community	Kris Swenson	Rsm PE Teacher/Parent
Nicole Martinson	Parent	April Thomas	School Board
Cara Myers	ALC Spec. Ed/Parent	Kym Westholter	Parent
Karen Nudell	Dir of Special Ed		
Mickey Okeson	School Board		

## Annual Staff Development Budget

The Detroit Lakes School District is required by law to annually set aside two percent general education aid for staff development which is approximately \$450,000. Expenditures are approved at board meetings within the budget items of the agenda each month. A portion of that allocation will be earmarked within the operating budget each year for World’s Best Workforce implementation and sustaining quality professional learning with an emphasis on exploration of career academies and achievement gap reduction as well as district and building goals aligned with the strategic plan. Building allocations are managed by site teams. Detailed budget breakdown of expenditures is available upon request. Site team members are represented on the District Advisory Committee and facilitate expenditures at the building level. The overall district budget’s main expenditure is utilized to pay for salaries and benefits to staff and substitutes for embedded professional learning as well as staff development outside of school hours.



## Staff Development Goals 2023-24

Professional development goals and objectives align with our Strategic Plan.

### Purpose

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

#### 1. Relationships

- a. Build positive dialogue between parents, community members and school personnel to support our students through diverse opportunities. This will be accomplished by providing strategies to learn and collaborate about different cultures and perspectives.

#### 2. Innovation

- a. Examine multiple perspectives as we implement new curriculum and standards.

#### 3. Development

- a. Grow further learning of student feedback in assessment, grading and learning through student voice and choice.

#### 4. Equity

- a. Actively promote equity (institutional, instructional, and personal ) through culturally relevant curriculum and teaching.

## **Equitable Access to Excellent Teachers**

Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers. In our Human Resource department, the required STAR and other personnel reports are created each year. As an administrative team, hiring and transfer processes are completed with the student and district needs in mind. Attention is given to creating an equalization of experience and diversity for students in all buildings across the district when possible. Our hiring practices and mentoring program support our teachers to provide excellence in the classroom to ensure positive learning experiences for all learners. Due to teacher shortages, retention issues, and union contracts, it is sometimes difficult to ensure equalization of staffing across the district with new hires and multiple schools, collaboration occurs at the administrative level to ensure distribution of effective, in-field, experienced teachers are placed according to student needs. In 2023 approximately 86% of our teachers were considered experienced.

Experienced teachers are defined as teachers with three or more years of teaching experience. Effective teachers are defined as teachers that have had consistently proficient evaluations. Whenever possible, the intervention teachers are experienced teachers so that we have our experienced, proven effective teachers working with our most at-risk students. In our schools with the most diverse and low-income families, a concerted effort is made to hire experienced teachers and teachers of color.



## American Indian Education Program

*Boozhoo/Aneen Hello or Hi in Ojibwe. Biindigaw come on in.*

**Mission:** Improve American Indian (AI) student achievement and graduation rates through academically rigorous, culturally responsive instruction, family and student engagement and collaborative partnerships with school and community.

**Vision:** All AI students are empowered as lifelong learners to become fully engaged leaders, stewards, and citizens.

Some of the support and services provided by the AI Education Department are:

### Academic Support

- Tutoring & Education Instruction Assistants
- Ojibwe Culture Classes (Language/Culture/History/Traditions)
- Paraprofessionals
- College & Career Opportunities
- Specialized Support

### Activities

- Quiz Bowl
- Drum & Dance Team
- Annual Powwow
- American Indian Student Council
- Young Artists/Young Writers Competition

Graduation Celebration -- Eagle Feather Ceremony

**Parent Committees** -- Contact Joe Carrier, American Indian Education Coordinator, to learn more about joining these committees.

- [American Indian Parent Advisory Committee \(AIPAC\)](#)
- [Johnson O'Malley \(JOM\) Committee](#)



## Achievement and Integration Plan

### **Purpose:**

The purpose of the Achievement and Integration for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. [Read Minnesota Statutes, section 124D.861.](#) [Read Minnesota Statutes, section 124D.862.](#) The goals for this plan are three year goals and results are reported annually to MDE.

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

### **West Central Multidistrict Cultural Collaborative**

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

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

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

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

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

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

- Aligns with WBWF area: All students are ready for career and college.
- Goal type: Achievement Disparity

**Integration -- Goal #4:**

Pelican Rapids and Detroit Lakes Students will interact three times in 2024 and will increase to five times in 2026. Some will be virtual and some will be in person to focus on gaining an understanding of different perspectives through focusing on career and college readiness at all levels.

- Aligns with WBWF area : All students are reading for career and college
- Goal type: Integration



## Quality Compensation Program ( Q-Comp)

There must be an annual report to a local school board on the implementation and effectiveness of Alternative Teacher Professional Pay System (ATPPS) and recommendations must include each of the following required components. During the 2023-24 school year we are undertaking our seventh year of MN Quality Compensation Program. We utilize each of the following required components.

- Teacher leader/career advancement options
  - PLC Leaders, Mentors, Research Team, Q Comp Leadership Team
- Job-embedded learning opportunities
  - Our professional learning communities met for a minimum of 180 minutes per month. We used four early outs to assist in the process. Trained research team members led sessions on how to implement vocabulary strategies.
- The teacher evaluation system
  - DLPS adopted teacher evaluation plan
- Increased teacher compensation for performance using measures of student growth and literacy
- A report on the implementation and effectiveness of the alternative teacher professional pay
  - 97% of teachers participated in alternative pay goals; 98 leadership roles were fulfilled by teachers.

### **BUILDING LITERACY GOALS FOR Q-COMP**

1. The percentage of all students ages 6 months to 5 years old in Early Childhood Special Education at Lincoln Education Center who exceed the present numerical level (0-7) on the COR Advantage for Phonological Awareness will increase from 83% in 2023 to 84% in 2024.
2. The percentage of all students enrolled October 1 in grades 3-5 at Roosevelt Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCAs and MTAS) will increase from 47.5% in 2023 to 48.5% in 2024.
3. The percentage of all students enrolled October 1 in grades 3-5 at Rossman Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCAs and MTAS) will increase from 55.2% in 2023 to 56.2% in 2024.
4. The percentage of all students enrolled October 1 in grades 6-8 at Detroit Lakes Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCAs and MTAS) will increase from 52.8% in 2023 to 53.8% in 2024.
5. The percentage of all students enrolled October 1 in grade 10 at Detroit Lakes High School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 54.6% in 2023 to 55.6% in 2024.

6. The percentage of all students enrolled October 1 in grade 10 at the Detroit Lakes Area Learning Center who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 16.7% in 2023 to 17.7% in 2024.

### **Title Programming**

**Purpose:** To provide all children a fair, equitable and high-quality education and close the achievement gap. To help those who are at risk of not meeting academic standards — the low-achieving and historically underserved students. There are two service options that Title I, Part A funds can support

### **Schoolwide Title:** Roosevelt Elementary

Schoolwide Title address school needs identified through a comprehensive needs assessment and annual evaluation in order to upgrade the school's entire educational program for the benefit of all students including those not meeting academic standards. Schoolwide programs are comprehensive school improvement strategies. For more information, go to Roosevelt's website page, [Family Engagement Plan and Information](#).

### **Targeted Assistance schools served include:** E-Laker and DL Middle School

Targeted assistance provides interventions directly to students specifically identified as not meeting standards, evaluates and supports identified students to make progress.

### **Annual Reporting**

This report shall be published annually on the [Detroit Lakes School District website](#). A report will be presented in a public setting to review student achievement goals, local assessment outcomes and plans for improvement. The World's Best Workforce Plan, The World's Best Workforce Plan and Achievement and Integration Plan Summary will be presented to the school board and submitted to MDE by the given deadline. The WBWF Plan will be presented to and approved by the Detroit Lakes Board of Education on October 23<sup>rd</sup>, 2023.



**2023 WORLD'S BEST  
WORKFORCE AND ACHIEVEMENT  
AND INTEGRATION  
PROGRESS REPORT**



# **WORLD'S BEST WORKFORCE (WBWF)**

The World's Best Workforce Plan (MN Statute 120B.11) is a comprehensive long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-K through high school. District and school sites will strive to create the world's best workforce by addressing the following:

- **Closing the identified achievement gap(s),**
- **Ensuring all students are ready for kindergarten,**
- **Ensuring all students in third grade achieve grade level literacy,**
- **Ensuring all students attain career and college readiness before graduation.**
- **Ensuring all students graduate from high school.**

# ACHIEVEMENT AND INTEGRATION ( A & I)

The purpose of the Achievement and Integration :

- Pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.
- The goals for this plan are three year goals and results are reported annually to MDE.

## West Central Cultural Collaborative

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

# MULTI TIERED SYSTEMS OF SUPPORT –MTSS DATA DISCUSSIONS

DATA



SORTED



ARRANGED



PRESENTED  
VISUALLY



EXPLAINED  
WITH A STORY

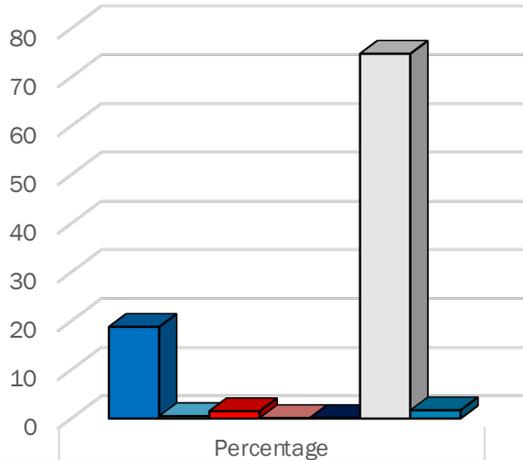


ACTIONABLE  
(USEFUL)



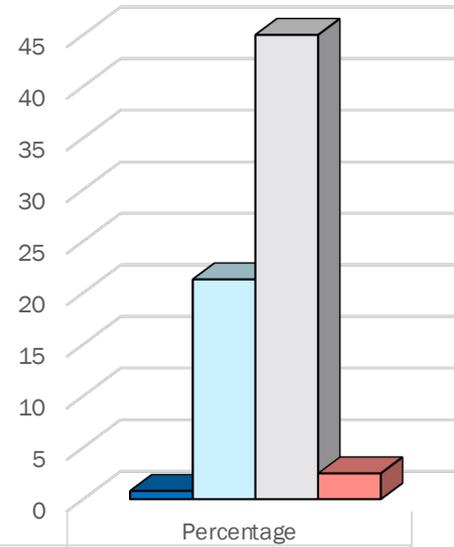
# DEMOGRAPHICS OF OUR STUDENTS

## Student Population by Race/Ethnicity



	Percentage
Am. Indian	18.8
Asian	0.5
Black	1.5
Nat. Hawaiian	0.1
Other Indigenous Peoples	0.1
White	74.8
Two or more	1.7

## Student Population by Other Enrollment Criteria



	Percentage
EngLearn	0.8
Special education	21.3
Free/Reduced Price meals	45
Homeless	2.5

# READY FOR KINDERGARTEN

## 2022-23 RESULTS

September STAR Early Literacy proficiency rates in 2023 indicated that 40% of kindergarten students were at the proficiency rate for their age.

## 2023-24 GOAL

Increase the percentage of kindergarten students scoring at a proficient level on September STAR Early Literacy from 40% in 2023 to 45% in September 2024.

# READ WELL BY THIRD GRADE

## 2022-23 RESULTS

3<sup>rd</sup> grade students proficiency decreased from 51% in 2022 to 48.3% in 2023 as measured by the MCAs.

## 2023-24 GOAL

3<sup>rd</sup> grade level literacy will increase from 48.3% proficiency in 2023 to 50.3% in 2024 as measured by 2024 MCAs.



# DECREASING THE IDENTIFIED ACHIEVEMENT GAP

## 2022-23 RESULTS

American Indian students district-wide reading proficiency decreased slightly from 39.8% in 2022 to 39.2% in 2023 as measured by the MCAs.

The achievement gap decreased from 19.3% in 2022 to 16.8% as measured by the 2023 reading proficiency on MCAs.

## 2023-24 GOAL

Increase reading proficiency of American Indian students district-wide, from 39.2% in 2023 to 41.2% in 2024 as measured by the 2024 MCAs.

Decrease the current achievement gap from 16.8% in 2023 to 15% as measured by the 2024 reading proficiency on MCAs.



# COLLEGE AND CAREER READINESS

## 2022-23 RESULTS

100% of the graduating class of 2023 participated in college and career work experiences throughout their high school years.

## 2023-24 GOAL

Continue to ensure 100% of the graduating class of 2024 will participate in college and career work experiences throughout their high school years.



# GRADUATION RATES

## 2022-23 RESULTS

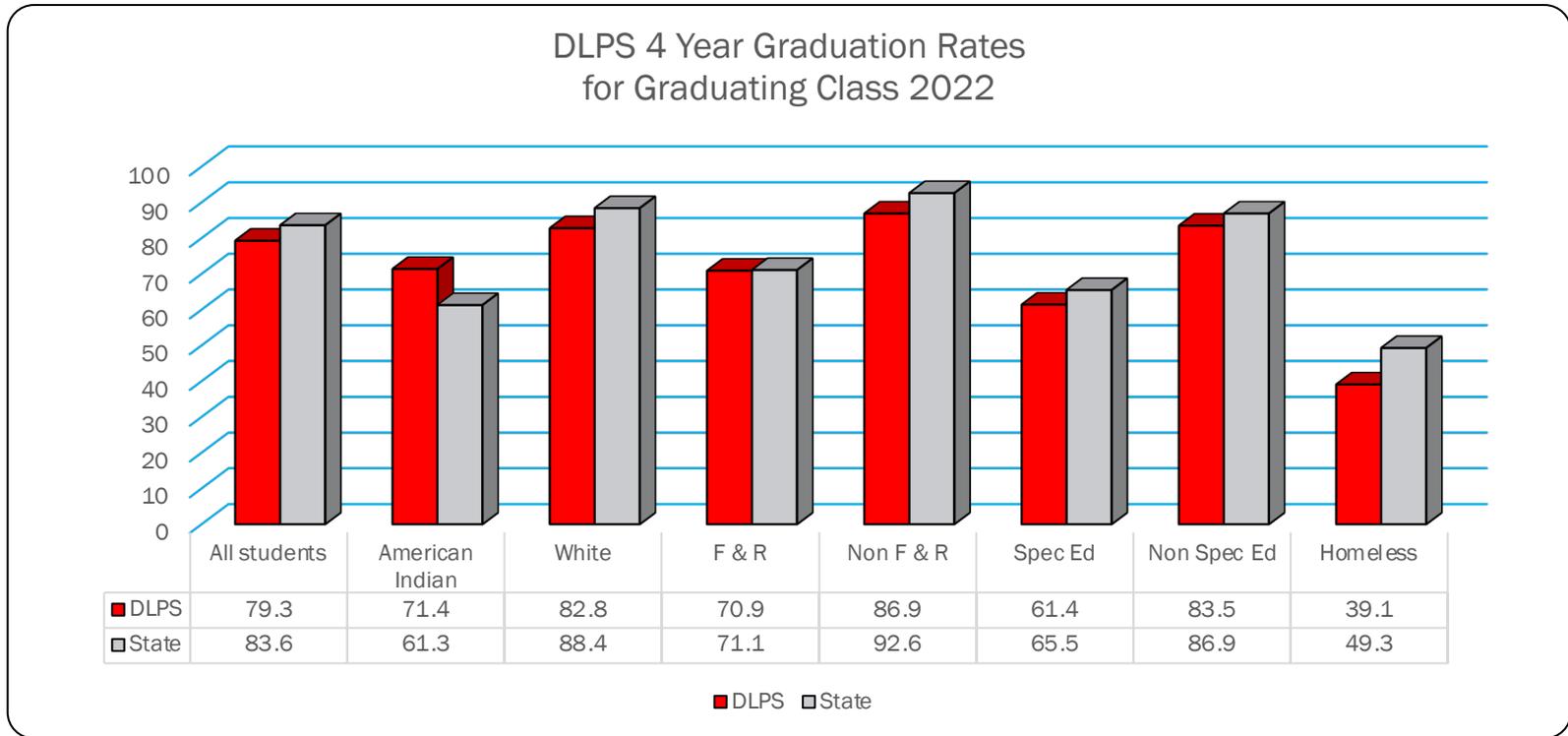
\* See chart on next slide.

## 2023-24 GOAL

90% of all students will successfully graduate in 4yrs from Detroit Lakes Public Schools in 2024 as compared to 79.3% in graduating class of 2022.



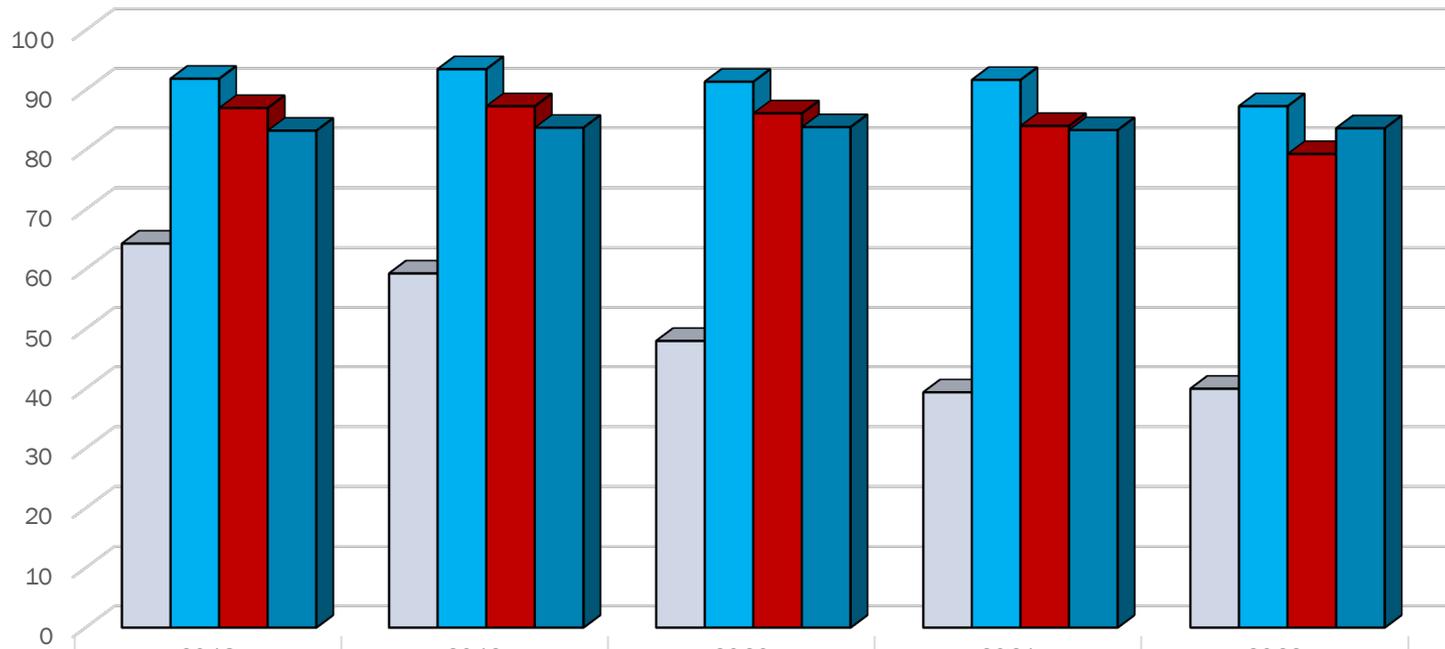
# DLPS 4 YEAR GRADUATION RATES



A breakdown of this data according to state and local demographics can be accessed at the [Minnesota Report Card](#). The 4 year rate is measuring if a student enrolled as a freshman, graduates from high school within 4 years. If not, they are considered not graduating. If a student graduates in 5 years or earns a GED, that student count is considered not graduating for our 4 year rate.

If students are enrolled in Laker Transitions or Project Search, they will officially graduate once they exit out of that programming. At this time, they would be classified as continuing, therefore, not graduating in 4 years.

## 4 year Graduation Rates



	2018	2019	2020	2021	2022
ALC	64.3	59.3	48	39.4	40
Sr. High	91.9	93.5	91.4	91.7	87.3
District	87	87.3	86.1	84	79.3
State	83.2	83.7	83.8	83.3	83.6

■ ALC   
 ■ Sr. High   
 ■ District   
 ■ State

## ACHIEVEMENT AND INTEGRATION PLAN

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

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

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



## 2022-23 A & I

**Integration Goal #4:** Pelican Rapids and Detroit Lakes Students will interact three times in 2024 and will increase to five times in 2026. Some will be virtual and some will be in person to focus on gaining an understanding of different perspectives through focusing on career and college readiness at all levels

### Report of 2023 Integration Activities:

- Attended Powwow together
- Intro to Education Exchange – virtual and visiting each other’s classrooms
- DLPS staff joined Pelican Rapids staff for professional learning session.



# WEBSITE RESOURCES

- Additional data can be found on the [Minnesota Report Card](#)
- [World's Best Workforce Plan](#) can be found on our website.



# QUESTIONS

**THANK YOU!**





## October 2023 Lane Change



<b>Name</b>	<b>Present Lane</b>	<b>Present Salary</b>	<b>Requested Lane</b>	<b>Requested Salary</b>	<b>Increase</b>
Ben Aastuen	MA, Step 8	\$57,094.00	MA+10, Step 8	\$58,819.00	\$1,725.00
Bri Bahr	MA, Step 12	\$64,309.00	MA+30, Step 12	\$70,789.00	\$6,480.00
Christina Bergeron	MA+10, Step 12	\$65,912.00	MA+30, Step 12	\$70,789.00	\$4,877.00
Tucker Bergmann	MA+20, Step 8	\$60,549.00	MA+30, Step 8	\$62,280.00	\$1,731.00
Sam Bergren	BA+20, Step 5	\$48,568.00	MA, Step 5	\$51,906.00	\$3,338.00
Casey Berntson	MA+10, Step 7	\$57,094.00	MA+20, Step 7	\$58,819.00	\$1,725.00
Julie Berntson	MA+20, Step 14	\$77,379.00	MA+30, Step 14	\$79,581.00	\$2,202.00
Katie Biggar	MA, Step 8	\$57,094.00	MA+20, Step 8	\$60,549.00	\$3,455.00
Mary Buff Haus	MA+20, Step L	\$77,874.00	MA+30, Step L	\$80,090.00	\$2,216.00
Carrie Carlson	BA+60, Step 6	\$57,094.00	MA+30, Step 6	\$58,819.00	\$1,725.00
Lynn Cihak	BA+10, Step 13	\$62,809.00	MA, Step 13	\$67,342.00	\$4,533.00
Kelsey Fode	MA, Step 8	\$57,094.00	MA+10, Step 8	\$58,819.00	\$1,725.00
Tyler Fode	MA, Step 8	\$57,094.00	MA+10, Step 8	\$58,819.00	\$1,725.00
Shawn Ford- Milligan	MA, Step 13	\$67,342.00	MA+30, Step 13	\$73,890.00	\$6,548.00
Laura Jensen	MA+20, Step 10	\$64,003.00	MA+30, Step 10	\$65,729.00	\$1,726.00
Matt Jenson	MA+20, Step 4	\$53,740.00	MA+30, Step 4	\$55,343.00	\$1,603.00
Jacob Johnson	MA, Step 6	\$53,637.00	MA+10, Step 6	\$55,363.00	\$1,726.00
Justin Kaji-Horne	BA+20, Step 12	\$61,098.00	MA, Step 12	\$64,309.00	\$3,211.00
Allison Knutson	BA+20, Step 2	\$45,865.00	MA, Step 2	\$48,733.00	\$2,868.00
Carly Lenzen	MA+10, Step 8	\$58,819.00	MA+30, Step 8	\$62,280.00	\$3,461.00
Brett Maass	MA+10, Step 13	\$68,941.00	MA+20, Step 13	\$71,857.00	\$2,916.00
Krystal Meyer	MA+10, Step 11	\$64,003.00	MA+20, Step 11	\$65,657.00	\$1,654.00
Anna Moser	BA+20, Step 7	\$51,045.00	BA+30, Step 7	\$52,486.00	\$1,441.00
Amy Porter	MA+10, Step 13	\$68,941.00	MA+30, Step 13	\$73,890.00	\$4,949.00
Kiera Sannes	BA+20, Step 3	\$46,761.00	MA, Step 3	\$49,631.00	\$2,870.00
Sadie Skrove	BA, Step 4	\$44,116.00	BA+30, Step 4	\$48,931.00	\$4,815.00
Nicolle Suikonen	MA+10, Step 5	\$53,637.00	MA+20, Step 5	\$55,363.00	\$1,726.00
Kayla Thompson	MA+20, Step 12	\$68,757.00	MA+30, Step 12	\$70,789.00	\$2,032.00
Kayla Thorp	BA, Step 1	\$41,630.00	BA+10, Step 1	\$43,444.00	\$1,814.00
<b>Totals</b>		<b>\$1,712,299.00</b>		<b>\$1,795,116.00</b>	<b>\$82,817.00</b>

DATE: October 10, 2023  
TO: Mark Jenson, Superintendent and Board of Education  
FROM: Jason Kuehn, Director of Finance and Operations  
SUBJECT: **Additional Staffing Request - DLMS Activities & Roosevelt Elementary**

**Detroit Lakes Middle School (DLMS) Activities**

Middle School Basketball Coach - 2 positions (1 Girls and 1 Boys)

The addition of two (2) Middle School Basketball Coaches is being requested to support student participation. The position will be for the remainder of the 2023-24 school year only.

**Roosevelt Elementary**

Special Education Assistant - 0.75 FTE (29.75 Hours per week)

The addition of a Special Education Assistant (29.75 Hours per week) is being requested to support building needs in Special Education. The position will be for the remainder of the 2023-24 school year only.

Administration and Finance Committee recommends approval.

DATE: October 10, 2023  
TO: Mark Jenson, Superintendent and Board of Education  
FROM: Jason Kuehn, Director of Finance and Operations  
SUBJECT: **Additional Staffing Request - DLMS Activities**

**Detroit Lakes Middle School (DLMS) Activities**

Middle School Basketball Coach - 2 positions (1 Girls and 1 Boys)

The addition of two (2) Middle School Basketball Coaches is being requested to support student participation. The position will be for the remainder of the 2023-24 school year only.

Administration and Finance Committee recommends approval.



**ADDITIONAL STAFFING PROPOSAL FORM  
BUDGET YEAR: 2023-2024**

**Instructions:**

1. Must be complete for all positions requested after the approval of the annual staffing plan.
2. Make a copy for each position requested.
3. Administrative approval required.
4. Approved proposals will be presented to the School Board for review.

**Name of the Building: DLMS**

**Topic of Proposal: Middle School Boys & Girls Basketball Coaches**

**Submitted By: Justin Hegg**

**Date: 10/13/23**

**Date to be Implemented: Winter Season (2023-24 School Year)**

**Person responsible to  
Recommend to Superintendent: Justin Hegg**

**Recommendation by person responsible: Approve the addition of one (1) Middle School Basketball Coach for both Boys and Girls Basketball.**

Complete a description of your program proposal. All six(6) areas must be addressed and support the proposal. The proposal should be as comprehensive as possible and must support the district philosophy.

**1. Describe the proposal for funding:**

Currently I have three girls basketball coaches and three boys basketball coaches. Last year I reduced one of the boys coaches as I had a small 8th grade boys team. For the past number of years I have run Girls basketball with three coaches as I have not had big numbers. This year I am anticipating strong numbers in both boys and girls basketball. I had strong numbers in 7th grade last year for both boys and girls. I am expecting to have strong numbers with this year's 7th grade boys and girls basketball. I had 64 girls in MS volleyball this fall, the most I have had in my 19 years, and this is a great indicator for girls basketball participation.

**2. Explain in detail the rationale or purpose of the proposal. (Please relate, if possible, the rationale to the previously identified high priority needs):**

The addition of a coach will lower the coach to athlete ratio, allowing for more supervision and individualized coaching. It would also make scheduling of extra games more flexible.



**ADDITIONAL STAFFING PROPOSAL FORM  
BUDGET YEAR: 2023-2024**

**3. State the negative implications if the proposal is not approved:**

It would be a safety concern for students at both practices and games - especially during instances when players are injured. Additionally, scheduling extra games would become more challenging.

**4. List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal.**

Sharing of coaching could happen, but would be challenging with the amount of players projected.

**5. Estimate the cost implications of this proposal on the following chart:**

**PROPOSAL BUDGET**

PERSONNEL	NUMBER REQUESTED	ESTIMATED COST	REIMBURSEMENT	NET COST
Teachers:	1.0 (Coach)	\$4800.00	\$0.00	\$4800.00
Benefits:		\$800.00	\$0.00	\$800.00
Subtotal:		\$5,600.00	\$0.00	\$5,600.00

OTHER COSTS		ESTIMATED COST	REIMBURSEMENT	NET COST
Supplies:		N/A	N/A	N/A
Capital Outlay:		N/A	N/A	N/A
Other Expenses:		N/A	N/A	N/A
Subtotal:		N/A	N/A	N/A

<b>NET COST</b>		\$5,600.00	\$0.00	\$5,600.00
Code:	E 01 004 296 105 000 186 E 01 004 294 105 000 186			



**ADDITIONAL STAFFING PROPOSAL FORM  
BUDGET YEAR: 2023-2024**

**6. Comments on budgetary items:**

a. Equipment, remodeling, site improvement, etc:	None
b. Review by Business Office before Superintendents approval:	Reviewed by Jason Kuehn - Director of Finance
c. Space implications (short/long range):	None
d. Equity implications:	This is past practice for the District - staffing has been increased for safety/supervision reasons when participation has been high.
e. Technology implications:	None
f. Suggested timelines for implementations:	2023-24 School Year (Season begins in late October)
g. Who has been involved in this decision? Other comments:	Current coaches and others familiar with Boys and Girls Basketball participation.

Approve: \_\_\_\_\_ Disapprove: \_\_\_\_\_ Hold: \_\_\_\_\_ Date: \_\_\_\_\_

Form must be routed to Human Resources and the Director of Finance and Operations for review.



**ADDITIONAL STAFFING PROPOSAL FORM  
BUDGET YEAR: 2023-2024**

**Instructions:**

1. Must be complete for all positions requested after the approval of the annual staffing plan.
2. Make a copy for each position requested.
3. Administrative approval required.
4. Approved proposals will be presented to the School Board for review.

**Name of the Building:** Roosevelt Elementary

**Topic of Proposal:** Level 2 / Level 3 EBD program para for necessary student support  
- PT 29.75 hours/wk

**Submitted By:** Trisha Mariotti

**Date:** 9/21/2023

**Date to be Implemented:** Immediate

**Person responsible to Recommend to Superintendent:** *Karen Nudell - Special Education Director*

**Recommendation by person responsible:** *Building Administration recommends this position due to unplanned student support required from our EBD program.*

Complete a description of your program proposal. All six (6) areas must be addressed and support the proposal. The proposal should be as comprehensive as possible and must support the district philosophy.

**1. Describe the proposal for funding:**

*Additional para support needed for our EBD Program students.*

**2. Explain in detail the rationale or purpose of the proposal. (Please relate, if possible, the rationale to the previously identified high priority needs):**

*Safety concerns for students and staff. The current teacher remains in the Federal Setting 2 / 3 classroom and currently has two FT paras assigned to the program. When students transition to the regular education setting, they need more support. Safety and the frequent disruptions/interruptions to their classroom of peers is a great concern.*

**3. State the negative implications if the proposal is not approved:**

*Continual disruptions to the general education learning environment, student safety.*

**4. List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal.**

Peers are directly affected by disruptions in their learning environment.  
 Students Least Restrictive Environment/LRE and achievement gap may be impacted due to inability to access the general education setting with typical peers.

5. Estimate the cost implications of this proposal on the following chart:

**PROPOSAL BUDGET - PART TIME 29.75 hours/wk**

PERSONNEL	NUMBER REQUESTED	ESTIMATED COST	REIMBURSEMENT	NET COST
Paraprofessional	0.70 FTE	\$16,000.00	\$0	\$16,000.00
Benefits:	FICA/PERA	\$2,600.00	\$0	\$2,600.00
Subtotal:		\$18,600.00	\$0	\$18,600.00

OTHER COSTS	NA	ESTIMATED COST	REIMBURSEMENT	NET COST
Supplies:		\$0	\$0	\$0
Capital Outlay:		\$0	\$0	\$0
Other Expenses:		\$0	\$0	\$0
Subtotal:		\$0	\$0	\$0

NET COST	\$18,600.00	\$0	\$18,600.00	\$18,600.00
Code:	E 01 060 408 000 740 161			

**6. Comments on budgetary items:**

a. Equipment, remodeling, site improvement, etc:	NA
b. Review by Business Office before Superintendents approval:	Confirmed by Business Office
c. Space implications (short/long range):	NA
d. Equity implications:	NA
e. Technology implications:	NA
f. Suggested timelines for implementations:	Immediate
g. Who has been involved in this decision? Other comments:	Special Education Director, Roosevelt Administration and Roosevelt Special Education Staff

Approve: \_\_\_\_\_ Disapprove: \_\_\_\_\_ Hold: \_\_\_\_\_ Date: \_\_\_\_\_

Form must be routed to Human Resources and the Director of Finance and Operations for review.



# Detroit Lakes Public Schools Monthly Enrollment Summary 2023-2024

Month: October

**D.L. Preschool Special Ed.**

	EIC	ECSE	Total
Roosevelt	28	61	89

**Non-resident Preschool Special Ed.**

	EIC	ECSE	Total
Roosevelt	0	6	6

**KINDERGARTEN**

	Kind.	Kind SpEd	Total
Roosevelt	68	22	90
Rossman	78	28	106
<b>Totals</b>	146	50	196

**GRADES 1 - 5**

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Roosevelt	97	93	98	95	110	493
Rossman	95	96	94	98	103	486
<b>Totals</b>	192	189	192	193	213	979

**ELEMENTARY TOTALS**

Kindergarten	Gr.1-5	Total
196	979	1175

**MIDDLE SCHOOL**

	Grade 6	Grade 7	Grade 8	Total
Middle School	197	212	206	615

**SENIOR HIGH**

	Grade 9	Grade 10	Grade 11	Grade 12	Subtotal	PSEO/F	PSEO/P	Total
Senior High	209	204	233	213	859	0	0	859

**2023-2024**

**K-12 Total**

2737
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**2022-2023**

**K-12 Total**

2658
------

**2021-2022**

**K-12 Total**

2739
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**MONTHLY TOTALS\***

EIC	28
ECSE	67
Kind. Sp. Ed.	50
Kindergarten	146
Grades 1-5	979
Middle School	615
Senior High	859
ALC	62
E-Laker Online	15
Transitions	11
<b>TOTAL</b>	<b>2832</b>

\*Does not include non-resident students on tuition agreement

**ALC**

D.L.	44
Other	18
<b>Total</b>	<b>62</b>

**LAKER TRANSITIONS**

D.L.	10
Other	1
<b>Total</b>	<b>11</b>



# Detroit Lakes Public Schools Yearly Enrollment Summary 2023-2024

Date: October

EIC										ECSE									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
49	28									58	61								

EIC -- Non Resident										ECSE -- Non Resident									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
2	0									4	6								

Kindergarten - Special Ed.										Kindergarten										
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
Roosevelt	22	22								Roosevelt	69	68								
Rossman	28	28								Rossman	83	78								
<b>Totals</b>	50	50	-	-	-	-	-	-	-	<b>Totals</b>	152	146	-	-	-	-	-	-	-	-

Kindergarten Total									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Roosevelt	91	90	-	-	-	-	-	-	-
Rossman	111	106	-	-	-	-	-	-	-
<b>Totals</b>	202	196	-	-	-	-	-	-	-

Grade One										Grade Two										
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
Roosevelt	97	97	-	-	-	-	-	-	-	Roosevelt	93	93	-	-	-	-	-	-	-	-
Rossman	97	95	-	-	-	-	-	-	-	Rossman	102	96	-	-	-	-	-	-	-	-
<b>Totals</b>	194	192	-	-	-	-	-	-	-	<b>Totals</b>	195	189	-	-	-	-	-	-	-	-

Grade Three										Grade Four										
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
Roosevelt	98	98	-	-	-	-	-	-	-	Roosevelt	96	95	-	-	-	-	-	-	-	-
Rossman	96	94	-	-	-	-	-	-	-	Rossman	100	98	-	-	-	-	-	-	-	-
<b>Totals</b>	194	192	-	-	-	-	-	-	-	<b>Totals</b>	196	193	-	-	-	-	-	-	-	-

Grade Five									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
MS	110	110	-	-	-	-	-	-	-
Rossman	107	103	-	-	-	-	-	-	-
<b>Totals</b>	217	213	-	-	-	-	-	-	-



# Detroit Lakes Public Schools

## Yearly Enrollment Summary

### 2023-2024

Date: October

Grades 1 - 5 Totals										ALC									
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Rsvlt/MS	494	493	-	-	-	-	-	-	-	Resident	47	44							
Rossman	502	486	-	-	-	-	-	-	-	Non-Resid.	15	18							
<b>Totals</b>	996	979	-	-	-	-	-	-	-	<b>Total</b>	62	62							

Middle School										E-Laker Online									
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Gr. Six	196	197	-	-	-	-	-	-	-	Resident	2	10							
Gr. Seven	213	212	-	-	-	-	-	-	-	Non-Resid.	2	5							
Gr. Eight	207	206	-	-	-	-	-	-	-	<b>Total</b>	4	15							
<b>Totals</b>	616	615	-	-	-	-	-	-	-										

Senior High									
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Gr. Nine	212	209	-	-	-	-	-	-	-
Gr. Ten	207	204	-	-	-	-	-	-	-
Gr. Eleven	235	233	-	-	-	-	-	-	-
Gr. Twelve	220	213	-	-	-	-	-	-	-
<b>Subtotals</b>	874	859	-	-	-	-	-	-	-
<b>PSEO-FT</b>	0	-	-	-	-	-	-	-	-
<b>PSEO-PT</b>	0	-	-	-	-	-	-	-	-
<b>Totals</b>	874	859	-	-	-	-	-	-	-



# Detroit Lakes Public Schools Elementary Grade Sections 2023-2024

Month: October

		Roosevelt		Rossman		Grade Average
<b>Kindergarten</b>						<b>21.78</b>
	Section 1&3	22	23	21	21	
	Section 2&4	22	23	22	21	
	Section 5			21		
Building Average		22.50		21.20		
<b>Grade 1</b>						<b>19.20</b>
	Section 1&3	19	20	19	19	
	Section 2&4	19	19	19	19	
	Section 5	20		19		
Building Average		19.40		19.00		
<b>Grade 2</b>						<b>23.63</b>
	Section 1&3	23	22	25	23	
	Section 2&4	24	24	24	24	
	Section 5					
Building Average		23.25		24.00		
<b>Grade 3</b>						<b>24.00</b>
	Section 1&3	25	23	24	23	
	Section 2&4	25	25	24	23	
	Section 5					
Building Average		24.50		23.50		
<b>Grade 4</b>						<b>24.13</b>
	Section 1&3	23	24	25	25	
	Section 2&4	24	24	23	25	
	Section 5					
Building Average		23.75		24.50		
<b>Grade 5</b>						<b>26.63</b>
	Section 1&3	28	28	26	25	
	Section 2&4	27	27	26	26	
	Section 5					
Building Average		27.50		25.75		

The district class size average for K-5 is:

**21.03**

The class size average on this page is different than the class size average calculated by the State. The class size average on this page reflects students in a classroom with the regular classroom teacher and does not count specialists such as music, phy.ed. and art teachers which the state uses in calculating class size average.

**Detroit Lakes Public Schools**  
**Monthly Enrollment Summary - FY 2024**  
**October 1, 2023**

Roosevelt					
Grade	Current	Previous (September)	Opening Day	Sections	Per Section
K	90	90	90	4	23
1	97	96	96	5	19
2	93	93	93	4	23
3	98	98	98	4	25
4	95	97	97	4	24
5	110	113	113	4	28
<b>RSVT Total</b>	<b>583</b>	<b>587</b>	<b>587</b>	<b>25</b>	<b>23</b>
<b>Difference</b>		<b>(4)</b>	<b>(4)</b>		<b>Avg/section</b>

Rossman					
Grade	Current	Previous (September)	Opening Day	Sections	Per Section
K	106	105	105	5	21
1	95	96	96	5	19
2	96	97	97	4	24
3	94	95	95	4	24
4	98	99	99	4	25
5	103	102	102	4	26
<b>RSM Total</b>	<b>592</b>	<b>594</b>	<b>594</b>	<b>26</b>	<b>23</b>
<b>Difference</b>		<b>(2)</b>	<b>(2)</b>		<b>Avg/section</b>

Middle School			
Grade	Current	Previous (September)	Opening Day
6	197	197	197
7	212	214	214
8	206	208	208
<b>MS Total</b>	<b>615</b>	<b>619</b>	<b>619</b>
<b>Difference</b>		<b>(4)</b>	<b>(4)</b>

High School						
Grade	Current	Previous (September)	Opening Day	PSEO		
				Part-time	Full-Time	ADM*
9	209	211	211			
10	204	207	207	-		-
11	233	235	235	-	-	-
12	213	220	220	-	-	-
<b>HS Total</b>	<b>859</b>	<b>873</b>	<b>873</b>	-	-	-
<b>Difference</b>		<b>(14)</b>	<b>(14)</b>	<b>Total PSEO</b>		<b>-</b>

ALC			
Current	Previous (September)	Opening Day	
-	-	-	
10	8	8	
30	33	33	
25	28	28	
<b>65</b>	<b>69</b>	<b>69</b>	
<b>Difference</b>	<b>(4)</b>	<b>(4)</b>	

District Wide Summary			
Pre-K	45		
K	196		
1	192		
2	189		
3	192		
4	193		
5	213		
	979		
6	197		
7	212	Laker Online	15
8	206	Transitions	11
	615	Rossman	592
		Roosevelt	583
9	209	DLMS	615
10	214	DLHS	859
11	263	ALC	65
12	264	PSEO	-
	950	Pre-K	45
<b>Total</b>	<b>2,785</b>	<b>Monthly Total</b>	<b>2,785</b>
Comparisons			
Last Month Report			2,809
		Difference	(24)
2023-24 Opening Day			2,809
		Difference	(24)

Pre K	
ADM*	45

\* - Average Daily Membership (ADM) counts are based on partial day calculations



**City of Detroit Lakes**

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

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## SPORTS ARENA COMMISSION

### AGENDA

Tuesday, September 26, 2023

7:30 AM

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

1. Consideration to approving the [Minutes](#) from the meeting held on June 27, 2023.
2. Consideration to approve the [Financials](#) for June, July & August 2023.
3. [Arena CIP](#) Review
4. In-ice advertising
5. Update schedule of events (all tentative at this point)
  - a. LRBA Show, March 21-24
  - b. Shrine Circus, April 9
  - c. MMA, April 26-28
  - d. Dick Beardsley Races, Sept 6-7
6. Update Arena addition project
  - a. Update from Fairboard on parking lot collaboration
7. Other

Respectfully,  
**KELCEY KLEMM**  
City Administrator

**Sports Arena Commission Members:**

Chad Carlblom - Chairman

Matt Boeke - Alderman Ward 3-At Large

John Steffl - School District 22- At Large

Rob Nielsen - School District 22

Judd Syverson - Detroit Lakes Youth Hockey Association

Mike Ullmer - Becker County Fair Board

Meeting Dates:

December 12 @ 7:30am

**Minutes of the  
Regular Meeting of the Detroit Lakes  
Sports Arena Commission  
June 27, 2023**

The meeting of the Detroit Lakes Sports Arena Commission was called to order at the Detroit Lakes Police Department's Community Room at 7:30am., June 27, 2023; all members of the Commission being duly notified of the meeting and the business to be transacted.

**Present:** Chairman Chad Carlbom; Commissioner Matt Boeke; Commissioner John Steffl; Detroit Lakes High School Athletics Director Rob Nielson; Detroit Lakes Youth Hockey Association Judd Syverson

**Not Present:** Becker County Fair Board Commissioner Mike Ullmer

**Others Present:** Public Works Parks & Arena Supervisor Tom Gulon; Public Works Director Shawn King; City of Detroit Lakes Finance Officer Heidi Tumberg; Public Works Administrative Assistant Jamon Friendshuh

Chairman Carlbom called the meeting to order at 7:30am.

A motion was made by Boeke, seconded by Steffl, and carried without a dissenting vote, to approve the minutes of the regular meeting of the Commission held March 28, 2023.

Tumberg reviewed the 2023 financials for March, April, and May. Some expenditures may look high, i.e. work comp and insurance. These are paid once per year.

Rental revenue is coming back from Covid and is starting to look a little more normal.

CIP items; The floor scrubber was purchased and a quote has been solicited for the water heater. The bleachers and dehumidifier will not be done in 2023.

A motion was made by Boeke, seconded by Syverson, and carried without a dissenting vote, to approve the financials for March, April, and May 2023.

There are two new Full time hires for the arena. One started June 26<sup>th</sup> and the other will start July 5<sup>th</sup>. This will give the arena a total of three full-time employees. This should make the winter a little easier for the employees, giving them a few weekends off during the season.

DLHS and DLYHA contracts have been signed and returned.

Carlbom updated the board about in-ice advertising stating the cost per square is going from \$1000 to \$1250 per spot. There hasn't been a change in price for five years. Three of the four spots will need to be replaced. The center-ice logo also needs to be replaced. The question came up as to who will pay for it. Nielsen/Steffl will ask the boosters for \$500 at the next meeting on July 12.

**INDEPENDENT SCHOOL DISTRICT #22**  
**FINANCE COMMITTEE MEETING AGENDA**  
**Finance Committee Meeting - October 17, 2023**

**Members Present:**

**April Thomas      Mary Rotter      Ethan Walz      Mark Jenson      Jason Kuehn**

A Finance Committee Meeting was held on Tuesday, October 17th in the Laker Transitions Conference Room. The agenda was as follows:

**1.      Fund Balances Review**

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

**2.      Review of Disbursements**

Two sets of disbursement were reviewed by the Finance Committee. The committee recommends approval of the hand payables for September. The committee also recommends approval of the check summaries for October 9th and October 23rd.

**3.      District Cash & Investment Summary**

The committee reviewed the district's investment portfolio as of 9/30/2023. Kuehn updated the committee on the continued transition of investments from multiple financial institutions to two primary investment accounts as well as current rates.

**4.      Other Topics**

Kuehn reviewed Student Activity Account balances, as well as a Staffing Proposal request for DLMS Activities and contracted service agreements for special education services. The committee recommends approval for the additional basketball coaches at DLMS and contracted service agreements for Speech/Language and Vision Impaired services.

Next Meeting: Monday, November 20th at 12:00 PM (District Office)



**District Advisory Meeting**

**When: September 27 @ 4:45 - 6:00**

**Location: Detroit Lakes High School Media Center**

**Attendees: Renee, Rhonda, Pam, Mike, Mickey, Heidi, Kris, Fran, Karen, Tyler, Jill, Joe, Katie, Trish, Josh, Nicole Martinson, Jack Goodrich, Candy Goodrich, Kim Westholter, Cara, Brian Olson**

1. Introductions and roles were shared
2. Multi Tiered Systems of Support – overview shared by staff members regarding what MTSS is.
  - a. Tier 1 - core instruction – all students – goal of 80% successful with this level of instruction
  - b. Tier 2 for students struggling with intervention - small groups or whole class
  - c. Tier 3 intensive instruction - one on one and in addition to other times.
3. World's Best Workforce Plan – Discussed all elements throughout the document in depth. Including ...
  - a. Site Goals (principal or teacher) page 29 in document (links)
    - i. Roosevelt - collaboration and communication, community and parent engagement.
    - ii. Rossman - parent engagement and PBIS information, attendance

- iii. Middle School - focused instruction, leadership
  - iv. High School - supportive learning environment, community and parent engagement
  - v. ALC - collaboration and communication, family connections
- b. Academic Achievement – Administration discussed the data for each WBWF goal.
- i. Goal 1 - Ready for Kindergarten
  - ii. Goal 2 - Read Well by Third Grade with updates on the The Read Act
  - iii. Goal 3 - Decreasing the Identified Achievement Gap in particular American Indian students in the area of reading.
  - iv. Goal 4 - College and Career Readiness - Plans and progress for each level was shared.
  - v. Goal 5 - Graduation Rates – 4 year graduation rates were shared and calculations were explained.
- c. Achievement and Integration goals were shared
- d. Curriculum Cycle – overview of the process and the planned cycle for purchasing materials
- i. [MDE Request for Comments – Social Studies](#) - noted that this what is currently being reviewed at MDE.
4. Questions – Renee shared that the [WBWF Plan is in draft](#) form until the School Board approves it. Any suggestions or comments are welcomed. It is posted on our website. Once approved by the school board, it will be updated with final version.
5. Meeting adjourned at 6:07 pm

**INDEPENDENT SCHOOL DISTRICT #22**  
**TRANSPORTATION COMMITTEE MEETING AGENDA**  
**Transportation Committee Meeting October 6, 2023**

A Transportation Committee Meeting was held on Friday, October 6th, 2023 at the District Office. In attendance were Mark Jenson (Superintendent), John Steffl (School Board Chair), Mary Rotter (School Board Treasurer), Mike and Ruth Gunderson (Schultz Bus Garage), Nathan Olander (Olander Bus Service), Justin Hegg (Middle School Principal), Rob Nielsen (DLHS Activities Director) and Jason Kuehn (Director of Finance and Operations). Absent was Colin Gedrose (Operations Supervisor)

**1. District Transportation Update**

Director of Finance and Operations Kuehn shared that the district was off to an uneven start - with the registration process impacted by our student information system conversion, as well as the unexpected retirement of two district bus drivers.

**2. Contractors Update**

Both contractors echoed the issues the delayed registration process caused for their start up of the school year, forcing adjustments of their historical routing. Contractors gave updates on their driver roster and capabilities for Winter Activities, as well as preferred timing for emergency/weather preparedness decisions made by the district.

**3. 2024-2026 Pupil Transportation Agreement**

Kuehn outlined the expected timeline for Requests for Proposals for the 2024-2026 Pupil Transportation Agreements. The district plans on seeking proposals for existing routes, special transportation transportation services, and activities/field trips. The goal is to have all proposals received by December 1st and work in a timely fashion to finalize agreements prior to budgeting season.

**4. Other Items to Come Before the Committee**

The committee had an internal discussion on Activities Transportation. The Motor Coach services agreement between the district and Anderson Bus and Coach of Frazee is due for an extension for the 2024-25 and 2025-26 school years. Kuehn will reach out to Anderson Bus and Coach to seek an agreement extension proposal for the next two-year cycle.

Additionally, the committee discussed trying to streamline Activities Transportation needs to provide more proactive timelines to contractors knowing that the district has very limited abilities to provide transportation with current staff. Lastly, discussion about the impact on transportation due to the dissolution of the Mid-State Conference was held, as well as varying options for transportation of activities with reduced participants.





## ECFE and SR Advisory Council Meeting NOTES

Thursday, October 5, 2023

10:00 am-11:00 am, LEC Rm 107

- A. Call meeting to order
- B. Introduction of members. Present: Wayne S. Parent and Mahube-Otwa; Lynnsey W. Parent; Shea T. ECSE, Ethan W. School Board; Fran R. ECFE/SR Coordinator
- C. Business
  - a. Overviewed Advisory Council Purpose and Role
  - b. Talked about Current Classes and Events
    - i. ECFE classes and events: Parent/child classes are full and waitlists for some. Discussed ways for more families to be able to attend.
    - ii. Looked at last year's catalog and discussed ideas and suggestions for upcoming winter classes and events: Continue evening options for families and expand when can. Explore potential space for a weekly drop in play space and volunteers to man it.
    - iii. Community Needs Assessment process to identify gaps and needs for children and families in the program and community will be on-going.
    - iv. Outreach is happening through information out in the community, connecting with partners, and speaking at organizations. Members will give suggestions for important opportunities we might be missing.
  - c. School Readiness start-up and classes going well. Fall conferences are coming up at the end of November.
    - i. Title Funds: Talked about the use of Title Funds in the district for preschool. Parent feedback is positive. Changes will be happening in use of funds based on guidelines.
    - ii. Summer Camp Kindergarten Connection went well. Exploring options for partners and fee based for summer 2024.
    - iii. Extended Care is going well with two high school students hired to work with the lead staff.
  - d. Current ECFE/SR staffing
    - i. New staff: teacher Kirstin Bird, assistants Lisa Lorz and Stacy Opatz
    - ii. Open positions in the building: 1 in ECSE para
    - iii. Substitute teachers and assistants in development.

- iv. Discussed a suggestion to possibly ask parents to Host events along with a staff person, especially evenings and weekends, which could help with staffing and increase parent interaction and connections.
  - e. Early Childhood Screening is on-going and the agreement with public health to provide is beneficial.
  - f. FY 2024 and 2025 Pathway II Award Notification received with all funds assigned to students who qualify through the Application for Educational Benefits.
  - g. Other
- D. Next meeting dates: Dec 7, Feb 8, April 11
- E. Adjourn