



DETROIT LAKES PUBLIC SCHOOLS

AGENDA

REGULAR SCHOOL BOARD MEETING

Monday, October 28, 2024 - 5:30 PM

City Council Chambers, 1025 Roosevelt Avenue, Detroit Lakes, MN 56501

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

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

BOARD MEMBERS:

Julie Smith-Yliniemi, Clerk
25961 Brolin Beach Rd
Detroit Lakes, MN 56501
218.204.0420

Michael Walther
28030 County Hwy 34
Callaway, MN 56521
218.841.3709

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

Mary Rotter, Vice Chair
23625 Pebble Beach LN
Detroit Lakes, MN 56501
651.335.0396

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

Sanford Nelson
28633 North Buffalo Lake Rd
Callaway, MN 56521
218.847.8360

Student Representative: Marian Martin 26martimari@detlakes.k12.mn.us, Hayden Wilson 27wilsohayd@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 28, 2024 Regular School Board Meeting as presented.

V. RECOGNITIONS

Presenter: Steffl, Board Chair

A. Cali Harrier and Sam Gruis: "A big thank you to Callie Harrier and Sam Gruis for their outstanding work in preparing our students for the Freshman Career Expo through Freshman Seminar. The positive feedback from businesses about our students' professionalism—greeting vendors, making eye contact, and offering firm handshakes—shows the impact of your efforts. Your dedication to helping our students shine truly made a difference at the event!"

B. Ally Hefta- for her ongoing work with our Laker Cupboard and ongoing outreach and community connections in an effort to support our McKinney Vento students and families.

C. Doreen Richter: "Thank you, Doreen Richter, for your compassionate leadership in organizing support for Addison Danielson during this challenging time. Your efforts, including involving our Laker Production students in designing and creating T-shirts in Addison's honor, have brought the school community together in a meaningful way. Your kindness and dedication

are truly appreciated."

- D. Vern Schnathorst: "Thank you, Vern Schnathorst, for your incredible dedication to organizing our Freshman Career Expo for the past six years. Each year, the event has only grown stronger, with this year's Expo featuring 50 businesses. The positive feedback from vendors, who consistently call this their favorite event of the year, speaks volumes about your exceptional organization and leadership. We truly appreciate all you do to make this event a standout success!"
- E. Anne Skjold- for her hard work on the Farm to School program and going above and beyond to make National School Lunch Week a success.
- F. Central Lakes Performers of the week: Jaxon Borash and Tyler Pratt for Soccer, and Addi Wills for Volleyball.
- G. Section 8AA Assistant Coach of the Year, Tyler Burnside.

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. \$130 from Bell Bank for the Custom Card Donation Program
- B. \$500 from Wanda and LeRoy Vorgert for ABE
- C. \$1,000 from Agrosy Foundation for Robotics Event Registration Fees.
- D. \$1,000 from Breakfast Rotary for Robotics General Fund.
- E. \$2,000 from Tomlinson Shultz for Lakers Unite.
- F. \$3,000 from United Way of Becker County to ABE.
- G. 2004 Crown Victoria from Larry Lovelace to the Transportation Class.
- H. 20 Handmade Quilts from First English Lutheran Church for American Indian Student Council.
- I. Toiletries and Hygiene Supplies from Augustana Lutheran Church for the Laker Cupboard.
- J. Toiletries and Hygiene products from Lakes Crisis Center to Laker Cupboard.
- K. Chapstick, Toiletries, and Hygiene products from Scott Piep to The Laker Cupboard.
- L. Toiletries, and Hygiene products from Meg Barker to The Laker Cupboard.
- M. Toiletries, and Hygiene products from Community Alliance Church to The Laker Cupboard.
- N. Food/Snack Items and Water Bottles from Suzie Porter to The Laker Cupboard.

VIII. **PROGRAM PRESENTATIONS**

Presenter:

- A. Striving for Comprehensive and Civic Readiness Plan for 2024-2025
Presenter: Renee Kerzman, Director of Curriculum, Instruction, and Technology.

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 23, 2024 Regular School Board Meeting.
- B. Approve District Bills
- C. Approve District Hand Payable Bills
- D. Approve Personnel Agenda Items
- E. Approve Robotics Program Lease Agreement with MSTATE for 2024-2025 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. 101- Legal Status of the School District.
2. 101.1- Name of the School District.
3. 102- Equal Educational Opportunity.
4. 103- Complaints- Students, Employees, Parents, Other Persons.
5. 104- School District Mission Statement.

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 Striving for Comprehensive and Civic Readiness Plan for 2024-2025.
- B. Motion to Approve the Form A Application to Minnesota State High School League Foundation.
- C. Motion to Approve the Building Goals for Rossman, Roosevelt, Middle School, ALC, and High School.
Presenter: Emily Sternberg, Trish Mariotti, Mike Suckert, Brandon Schlenner, and Josh Omang.
- D. Motion to Approve the Fall 2024-2025 Lane Change Requests.
- E. Motion to Approve the Additional Staffing Request for a Type III Driver for the 2024-2025 School Year.

XII. ADMINISTRATIVE AND BOARD REPORTS

A. Superintendent Report

Presenter: Mark Jenson, Superintendent

1. State of the District

B. Board Committee and Representative Reports

1. Student Report
Presenter: Wimmer/Martin, Student Board Representative
2. District Advisory Committee
Presenter: Okeson, Board Director
3. Finance Committee
Presenter: Rotter, Board Treasurer
4. Wellness Committee
Presenter: Rotter, Board Treasurer
5. Becker County Children's Initiative (BCCI)
Presenter: Rotter, Board Treasurer

XIII. UPCOMING EVENTS AND ACTIVITIES

Presenter: Steffl, Board Chair

- A. Election Day-11/05/24 7:00AM-8:00PM
- B. Special Board Meeting- 11/14/2024, Laker Transitions Classroom B 5:30PM.
- C. Finance Committee- 11/21/24 District Office 12:00PM
- D. Regular School Board Meeting- 11/25/24 City Council Chambers 5:30PM

XIV. MEETING ADJOURNED

Presenter: Steffl, Board Chair

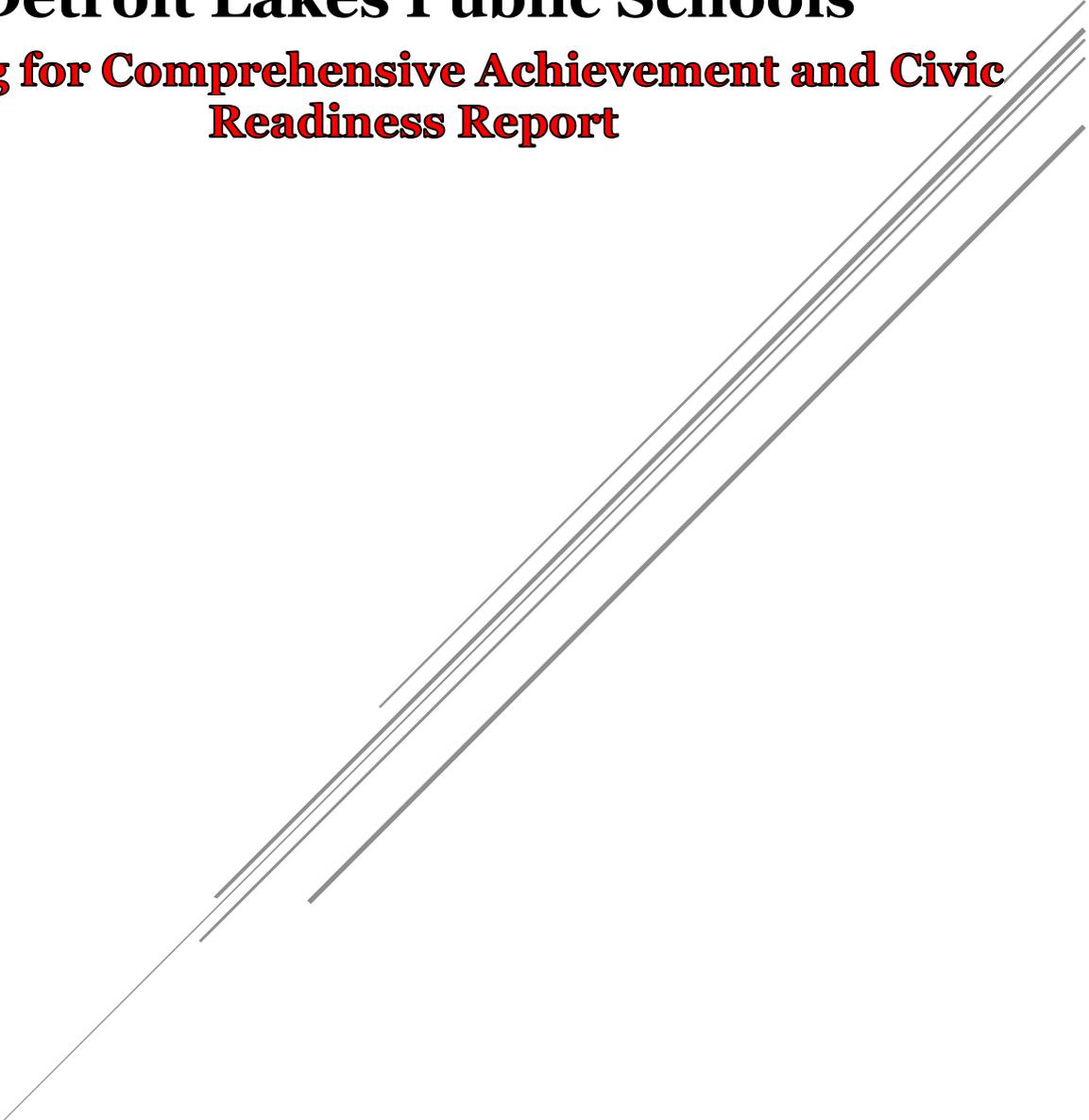
Laker PRIDE

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

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



Detroit Lakes Public Schools
**Striving for Comprehensive Achievement and Civic
Readiness Report**



2024-2025

Striving for Comprehensive Achievement and Civic Readiness Report

The *Striving for Comprehensive Achievement and Civic Readiness 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 Striving for Comprehensive Achievement and Civic Readiness. 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 address the following priorities to achieve *Comprehensive Achievement and Civic Readiness*.

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

Detroit Lakes Public Schools' *Striving for Comprehensive Achievement and Civic Readiness Plan* for 2024-2025 can be found on our website in our [Teaching and Learning Department](#) page.

District and School Site Plans

The Detroit Lakes Public School District will implement a continuous, collaborative improvement process that integrates district and school site goals. Annually, the School Board approves goals that drive this process, aligning student achievement targets with building resources, staff development, and supporting programs. Based on a review of student achievement data, each school will set at least two goals with corresponding action plans for implementation in the next school year.

Detroit Lakes Public School District Strategic Goals

Community stakeholders have updated the Detroit Lakes School District's long-term plan through a strategic planning process. This process previously established the District's mission and belief statements, which are outlined below. Building-level goals are developed in alignment with district goals and informed by school site performance data.



For additional achievement data summary and additional information about each school and our district, refer to 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



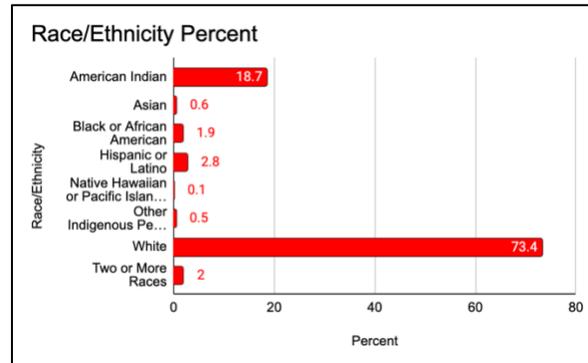
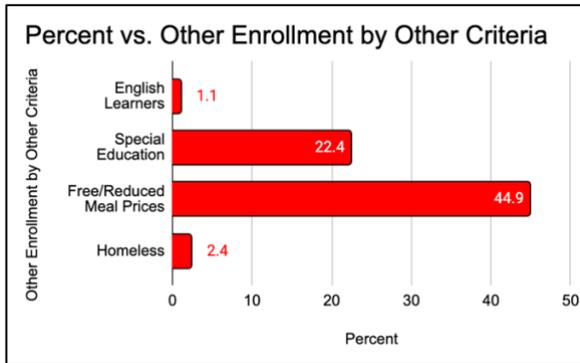
Equity

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

Detroit Lakes Public School Student Population



Assessing and Evaluating Student Progress

The District and each school will assess and evaluate students' progress toward academic standards and college and career readiness. Detroit Lakes Public Schools use assessments to guide instructional decisions and ensure continuous improvement. The [District Assessment Calendar](#) is available on our website.

Assessment Definitions:

Standardized assessments: Evaluate the effectiveness of the district's curriculum in meeting local, state, and national standards.

Classroom/student assessments: Provide teachers with data to inform instructional decisions for both the classroom and individual students.

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.
- Voluntary PreK (VPK) will use the Measuring Impact Plan outlined by the Department of Children, Youth and Families (DCYF). The data includes student data entered into the Minnesota Automated Reporting Student System (MARSS), Kindergarten Entry Profile (KEP) assessment data, and the annual Program survey.

Local Literacy Plan

- The [Local Literacy Plan](#) includes a range of assessments grounded in the Science of Reading. These assessments help determine if students are reading at grade level and provide tools to identify students who may exhibit characteristics of dyslexia.



ASSESSMENTS

Classroom Assessments -- All grade levels

- Formative – provides ongoing feedback during the learning process to improve instruction and student understanding.
- Summative – evaluates student learning at the end of an instructional period by comparing it against a standards or benchmark.

Access for English Language Learners (ELL)

- K-12

Minnesota Comprehensive Assessments (MCAs)

- Reading: 3-8, 10
- Math: 3-8, 11
- Science: 5,8, HS

Assessments from Renaissance Learning

- STAR K-8, HS -- Reading & Math
- Fastbridge reading screeners for K-3

EXPLORE

- College and Career Readiness Inventory

ACT Or other College and Career Readiness Assessment (offered)

- Grade 11

YouScience

- Grades 9-12

Oral Reading Fluency Screeners

- All ages for students showing below grade level proficiency in reading

Ready for Kindergarten

Goal 1: Improve kindergarten proficiency on earlyReading Fastbridge assessment from 56% considered low risk in Fall 2024 to 58% being low risk in Fall 2025.

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. Early Childhood Family Education provides an opportunity to begin early partnerships with families in the goal to provide their child with the best education as well as be a resource for families.

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.

Transition to Kindergarten:

The transition to kindergarten is a critical time for children and their families, each with unique experiences. The Minnesota Department of Education (MDE) has developed some tools to support this transition. Those tools and other helpful information about the transition to kindergarten can be found at [MDE Kindergarten Transitions](#).

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 (e. 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 and/or <https://helpmeconnect.web.health.state.mn.us/HelpMeConnect>

Revised 2/2023

Early Admission Policy

[Policy 630](#), details early admission. Entrants must be five years of age on or before September 1. Exceptions are outlined in the policy.

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.

Prepare Students to Be Lifelong Learners

Goal 2: Detroit Lakes Public Schools will successfully implement each phase of the READ Act as measured by the data submitted in the Local Literacy Plan with the goal of successfully training 100% of teachers who are expected to be trained. This is measured by the passing of the training with 80% proficiency.

Proficient reading is essential for lifelong learning as it equips individuals with the ability to access, comprehend, and analyze information across diverse subjects. Research shows that strong reading skills enhance critical thinking, problem-solving, and the ability to adapt to new knowledge. Reading also improves vocabulary and comprehension, which are vital for success in both academic and professional settings. Ultimately, a solid reading foundation fosters curiosity and continuous growth, key traits of lifelong learners.

In addition, another indicator will be DLHS student will complete [a DLHS Scorecard](#) in accordance with requirements from the state, which will serve as evidence of preparation for lifelong learning.

Local Literacy Plan

The Detroit Lakes School District has a Local Literacy 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. This plan is linked on our website under our [Teaching and Learning page](#). Through full implementation of the READ Act, all students will be able to proficiently read.

Multi-Tiered Systems of Support (MTSS)

The Multi-Tiered Systems of Support, (MTSS) process strengthens instruction for all students while addressing 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. 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.

TIER 1: UNIVERSAL INSTRUCTION

Universal instruction (Tier 1) is provided to all students and includes both academic and social-emotional learning.

- Core instruction for all students.
- Standards-aligned curriculum and evidence-based strategies.
- Effective for 80% or more of students.

TIER 2: SUPPLEMENTAL INSTRUCTION

Tier 2 provides additional support for students not making progress in Tier 1. It aims to remediate skill deficits and prevent further gaps.

- For students not progressing in Tier 1.
- Targeted, validated interventions.
- Frequent progress monitored.
- Supports about 15%-20% of students.

TIER 3: INDIVIDUALIZED & INTENSIVE INSTRUCTION

Tier 3 offers individualized, intensive support for students with significant, persistent deficits.

- For students not progressing in Tier 2.
- Highly targeted, explicit instruction by trained staff.
- Frequent progress monitored.
- Supports about 5%-10% of students, including those receiving special education services.



Gifted and Talented Education Programming

Eligibility for the Gifted and Talented program is based on multiple factors, including assessment data (STAR, MCA) and teacher feedback. Parent input, as well as input from extracurricular advisors, is also considered. Our teachers consistently use formative assessments to tailor instruction to meet the unique needs of all learners. For more details, contact your child's school administrator regarding your child's needs.



STEAM and Enrichment Opportunities

Both elementary schools offer a STEAM teacher, ensuring all students have access to enrichment programs focused on science, technology, engineering, art, and math (STEAM). These programs also include opportunities for additional enrichment interventions. As students advance to higher grade levels, they are encouraged to participate in a range of gifted and talented activities such as Math Masters, Math Competitions, Knowledge Bowl, and Robotics. In addition, students can explore leadership opportunities, clubs, and various extracurricular activities, helping them to develop and refine their skills and interests.

Professional Development and Support for Gifted Education

Detroit Lakes Public Schools emphasize professional development for teachers, focusing on research-based strategies that enhance the education of gifted and talented students. This includes methods for differentiation in the classroom and the application of best practices and procedures. Academic acceleration for gifted and talented students is determined at the individual school level. Parents are encouraged to communicate with their child's teacher or principal to discuss their child's specific needs and ensure they receive the appropriate services.

All Racial and Economic Gaps Between Students are Closed

Goal 3: In the 2024-25 school year, we will reduce the reading achievement gap by 2% for all racial and economic student groups, as measured by state standardized assessments, compared to their 2023-2024 proficiency results.

This goal will be achieved by increasing proficiency among student groups currently performing below the overall school average. Detroit Lakes Public Schools will employ district-wide strategies such as strengthening intervention systems, providing high-quality core instruction, and implementing the Multi-Tiered System of Supports (MTSS). Additionally, we will enhance family engagement and foster strong partnerships between families and schools in supporting their children's education. Below are specific programs and plans currently in place to support these efforts.

- 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, high quality instructional materials
- Social Emotional Learning including cultural components
- Cultural Competency training



At our middle school and 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, we utilize 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.

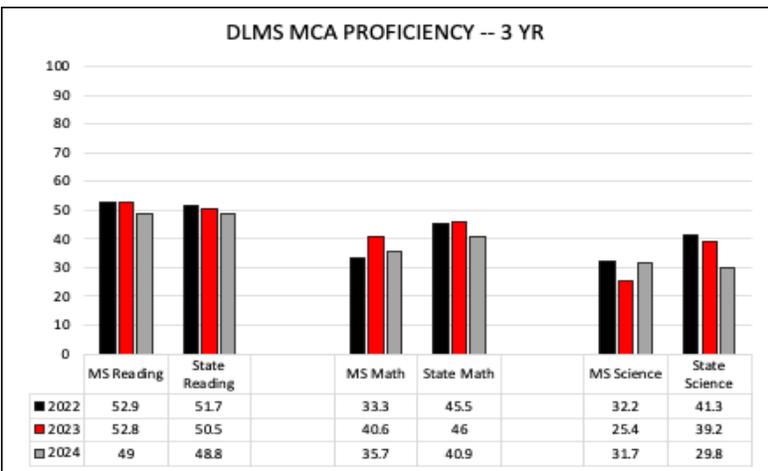
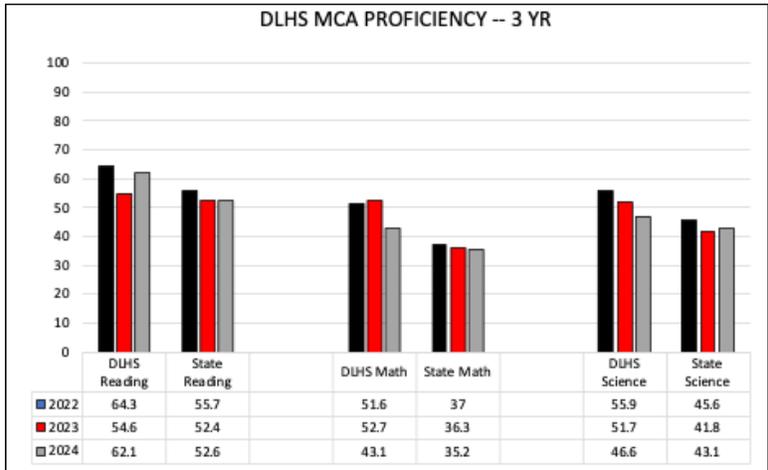
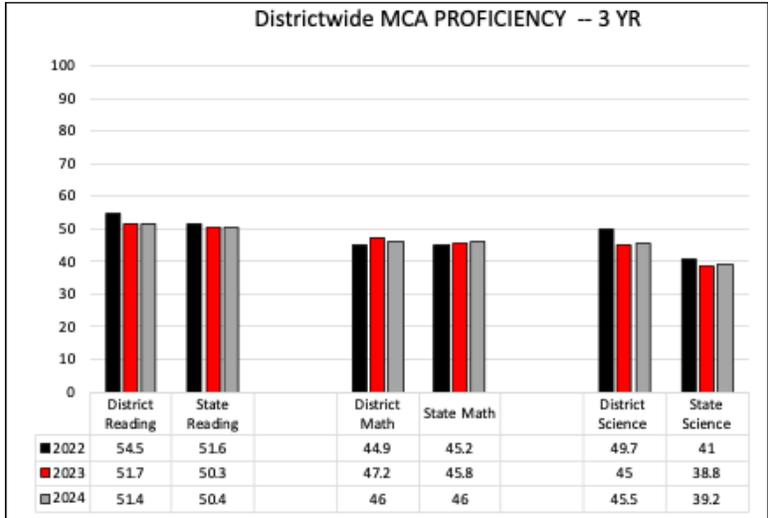


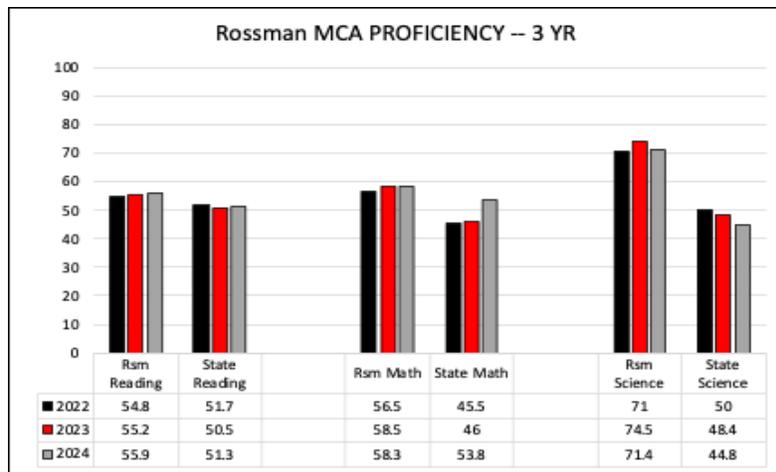
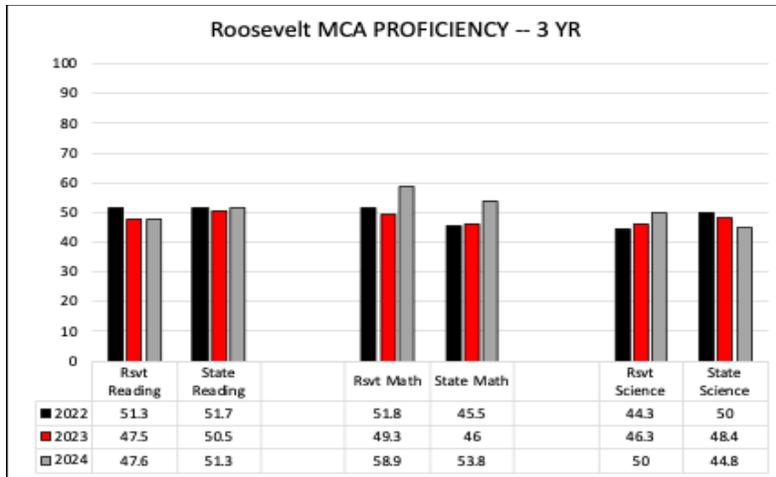
2024 Minnesota Comprehensive Assessments (MCA) Proficiency Data

On the Minnesota Comprehensive Assessments -- 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.

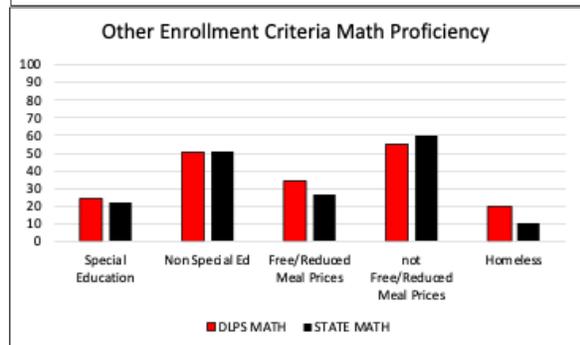
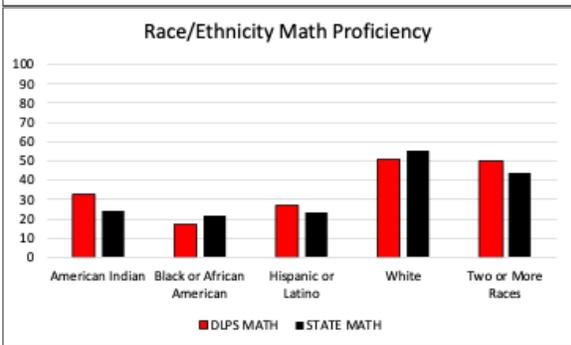
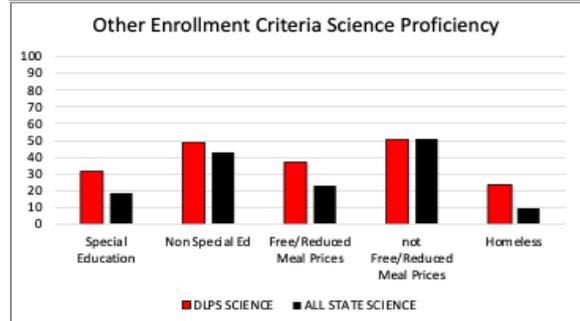
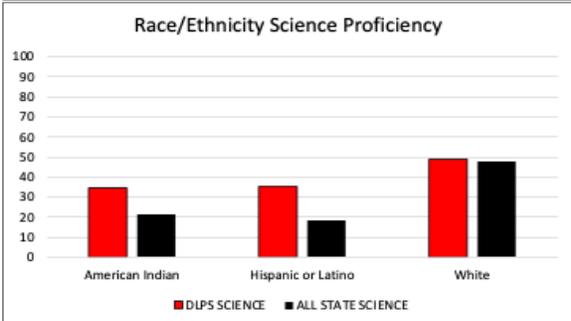
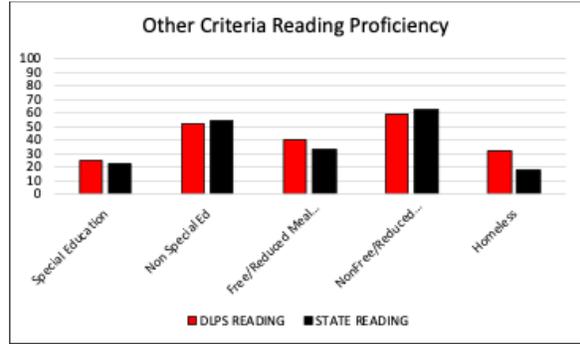
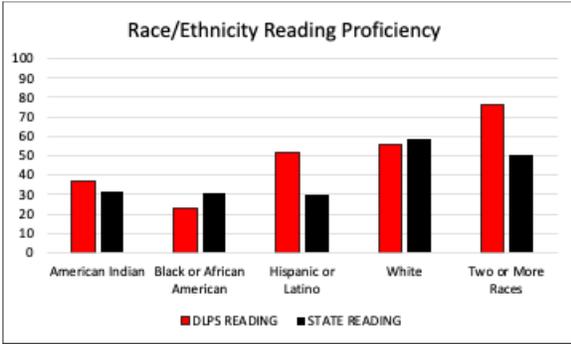
The [Minnesota Report Card](#) gives all stakeholders easy access to understandable district and school data. This tool will provide disaggregated data by grade level, demographics, and schools. This tool is designed to provide parents, educators, schools, districts and citizens with easy access to district and school information, test results, demographic information and other critical data in a centralized location.

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.





2023-2024 Racial and Economic Achievement Gap Data



College and Career Readiness

Goal 4: Ensure 100% of the graduating class of 2025 participates in college and career work experiences.

Strategies: Exposure to College and Career Experiences

GRADES K-5

- Various field trips to local businesses, as well as guest speakers.

GRADE 6-8

Students explore a range of traditional and nontraditional occupations while developing an understanding of their personal abilities, skills, interests, and motivations. They will identify and connect these attributes to potential career paths and post-secondary options aligned with their achievements, aptitudes, and interests. Students will also learn how academic success contributes to future career and vocational opportunities, and understand the critical link between educational achievement and career success.

- Use MCIS or YouScience to help identify areas of interest and aptitude
- College campus visit (NDSU, MSUM, MState)
- I-Time lessons within BARR framework
- Lessons on traditional and non-traditional occupations.

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

For more details about Detroit Lakes Senior High Life Ready, College Ready and Career Ready plans, visit the [DLHS webpage](#). DLHS students will complete a [DLHS Scorecard](#) in accordance with requirements from the state, which will serve as evidence of preparation for lifelong learning.

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 LIFE at Laker Transitions is a comprehensive, multi-year transition-to-adulthood program in which individuals who are between the ages of 18–22 years old with disabilities can develop, practice and strengthen skills that are high predictors for increased adult independence and successful, integrated community employment. Project LIFE offers a targeted course of study in combination with participation in experiential life skills education and authentic work-based learning experiences in the local community. Utilizing evidence-based transition education concepts, Project LIFE is a proven program model that supports students with disabilities on their journey to adulthood and greater independence. Project LIFE's focus is: LIFE at work, LIFE at home, and LIFE in the community.

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.

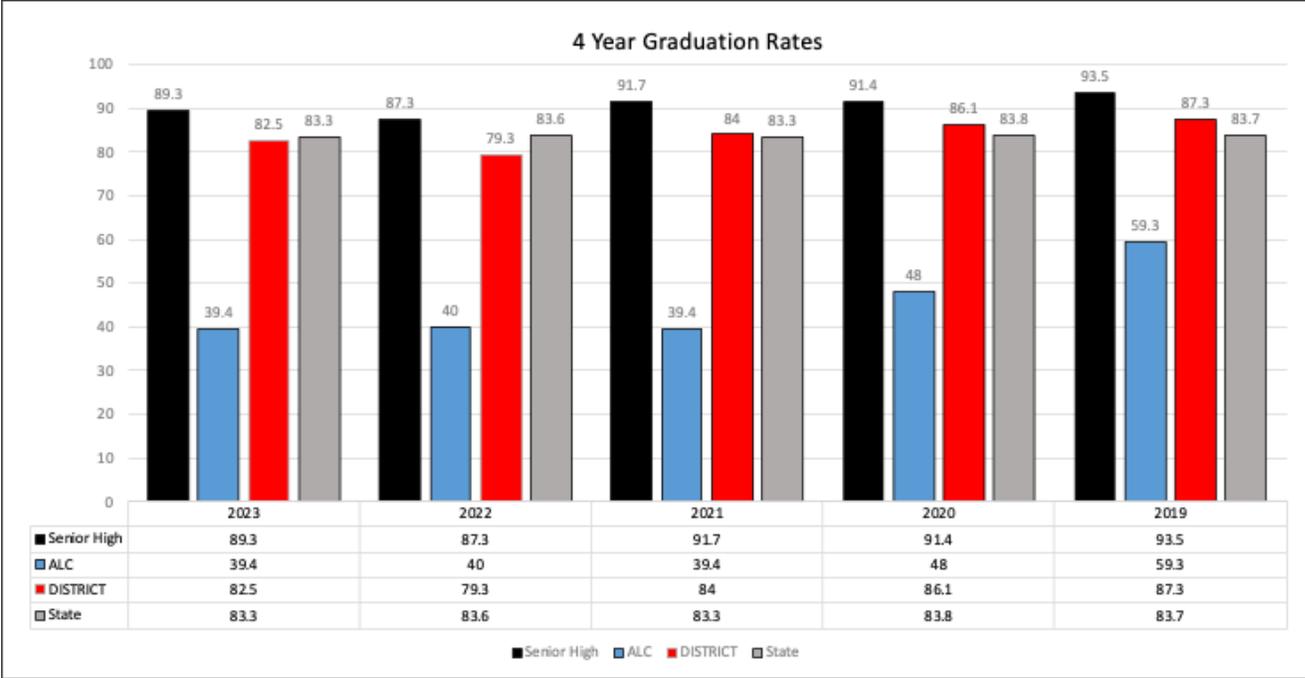
Community Education and Adult Basic Education

Detroit Lakes Community Education aims to improve the quality of life for all by offering lifelong learning opportunities. It is part of a statewide network in Minnesota that connects schools and communities, providing programs for all ages, from infants to seniors, with a focus on citizen engagement and collaboration.

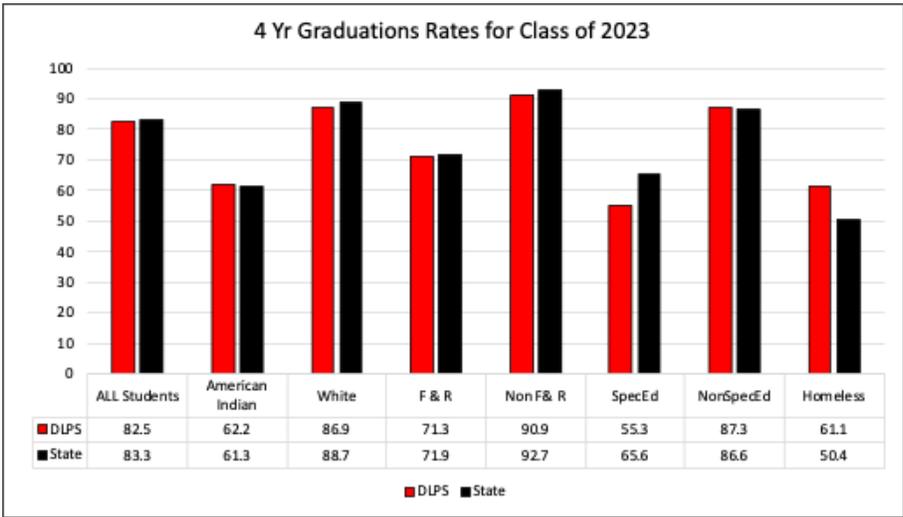
Adult Basic Education (ABE) is available across Minnesota at little to no cost. Serving around 65,000 adults annually, ABE offers programs such as GED, ESL, Career Pathways, and U.S. Citizenship. To qualify, participants must be at least 17, not enrolled in K-12, and need academic skill improvement. More details are available on the [Community Education website](#).

Graduation Rates

Goal 5: Increase the 4-Year graduation rate to 90% in 2025, up from 82.5% for the class of 2023.



**Graduation rates are reported one year after the cohort graduates.*



A breakdown of graduation 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

The district reviews curriculum continuously, with teacher teams from elementary, middle, and high school levels. Input is sought through the District Advisory 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	
Needs Assessment	<ul style="list-style-type: none"> ● Review the current standards. ● Review the current program and analyze the data. ● If new standards are being implemented by the state, then analysis of what is needed to teach each standard and benchmark is identified.
Alignment and Recommendations	<ul style="list-style-type: none"> ● Determine recommended changes and do a vertical alignment discussion and analysis. ● Identify and revise essential learning outcomes (ELOs). ● Select materials for core instruction to be examined by teaching teams. ● Utilize evidence based reports to ensure quality materials. ● Make recommendations that are brought forward to staff and the Teaching and Learning Committee. ● Overview shared with the District Advisory Committee and feedback opportunity. ● If needed, review feedback with the Teaching and Learning Committee to determine if the selection team should review. ● Board approves through the budget approval process.
Implementation	<ul style="list-style-type: none"> ● Identify and provide systematic professional learning for implementation of new materials. ● Implement recommended essential learning outcomes and programs. ● Utilize PLCs to examine effectiveness of instruction. ● Development of pacing guides, assessments and yearly overview.
Reflection and Continuous Improvement	<ul style="list-style-type: none"> ● Analysis of data and feedback from teachers, make adjustments and revisions. ● Review state standards ● Continue

To view the MN Standards, visit the [MDE Academic Standards](#) website

Material Selection & Examination Cycle

2023-24	2024-25	2025-26	2026-27	2027-28
K-5 Science HS Math Ext. MS Math Ext. Art/Music	6-12 Social St.	Math 6-12 *K-5 Social St. – new standards work. *K-5 New Math standards work	K-12 ELA ● Including ELL	PE/Health HS/MS Singletons ● Business IT ● Spanish ● FACS ● Finance ● Other
2028-29	2029-30	2030-31	2031-32	2032-33
Elem Social St. Ethnic Studies	6-12 Science	K-5 Science Art/Music	Math 6-12	6-12 Social St.

**Changes may occur due to standard changes at the state or due to budgetary restrictions.*

For more details regarding implementation cycle of new standards and links to the MN Academic Standards, you can go to the [MDE Academic Standards website.](#)

Effectiveness of Instruction: Teacher Evaluation

Effectiveness of Instruction: Teacher Evaluation

The district has developed a three-year teacher evaluation process in accordance with MN State Statute 122A.40

- Year one: formal summative by licensed administrator
 - Detroit Lakes Public Schools has adopted the most current [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 (PLCs): 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.) and 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.

New Teacher Supports

District new teacher induction – Mentor Program		
1st year mentee	2nd year mentee	3rd year mentee
<ul style="list-style-type: none"> • Additional two-day professional learning prior to in-service. • Monthly meetings 		
Mentee observed by mentor 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.
<ul style="list-style-type: none"> • Separate, two-day in-service prior to back-to-school in-services • Monthly meetings on various topics for the large group • 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 sustained professional development program enhances teachers' ability to deliver high-quality instruction, design assessments, and assign grades consistent with district 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. Site teams in each building assist in providing information regarding specific needs.



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

- 2024-25 [Roosevelt Building Goals](#)
- 2024-25 [Rossman Building Goals](#)
- 2024-25 [Detroit Lakes Middle School Building Goals](#)
- 2024-25 [Detroit Lakes Senior High School Building Goals](#)
- 2024-25 [Detroit Lakes Alternative Learning Center Building Goals](#)

District Advisory Committee

A function of our District Advisory Committee is to ensure 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 this plan, we are officially appointing members to this committee.

The district advisory committee

- shall engage in discussions regarding
 - academic standards
 - student achievement goals and measures
 - program evaluations
- shall listen to input from buildings and provide input on
 - the curriculum process,
 - professional development
 - Ask questions/give feedback on development for the Striving for Comprehensive Achievement and Civic Readiness, Title and Parent Engagement Plans and Achievement and Integration plans aligned with our strategic plan.

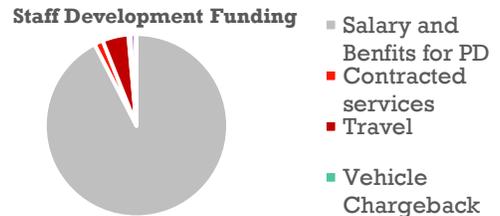
Parents on the committee apply by filling out a survey sent to them via the school newsletters. Each year, the membership is reviewed. Additional input is sought from community and parents through other district and building committees. Parents on the District Advisory Committee are appointed for a 2 year term. The school board approves these members during plan approval. Staff members on the committee are also parents or community members that serve on their building leadership teams. Approval of this plan is official designation of the following members:

District Advisory Committee Members 2024-2025

NAME	Role
Toni Bristlin	<i>Rossman Parent</i>
Pam Daly	<i>Union Rep for Professional Learning</i>
Heidi Evans	<i>HS Teacher/Parent</i>
Tyler Fode	<i>Elem Teacher/Parent</i>
Rhonda Fode	<i>American Indian Parent Advisory Committee Representative/ Community Member</i>
Gery Gencheva	<i>Rossman Parent</i>
Josh Hochgraber	<i>DLMS and DLHS Parent</i>
Tiffany Hoggarth	<i>DLHS Parent</i>
Lindsay Jacobus	<i>Rossman Parent</i>
Mark Jenson	<i>Superintendent/Community Member</i>
Renee Kerzman	<i>Director of Curriculum, Instruction and Technology/Community Member</i>
Trisha Mariotti	<i>Elem Principal/Parent</i>
Jamie McDougall	<i>DLHS Parent</i>
Cara Myers	<i>ALC Teacher/Parent</i>
Mickey Okeson	<i>School Board/Community Member</i>
Josh Omang	<i>HS Principal/Parent</i>
Britton Ramsey	<i>DLHS Parent</i>
Mary Rotter	<i>School Board/Parent</i>
Megan Smith	<i>Roosevelt and DLHS Parent</i>
Kris Swenson	<i>Elem Teacher/Parent</i>
Tom Trowbridge	<i>DLMS and DLHS Parent</i>
Kym Westholter	<i>DLMS and DLHS Parent</i>

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 \$300,000. 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 Striving for Comprehensive Achievement and Civic Readiness 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 2024-2025

Professional development goals and objectives align with our Strategic Plan.

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

The Every Student Succeeds Act (ESSA), signed on December 10, 2015, requires states to report if low-income and minority students are disproportionately taught by ineffective, out-of-field, or inexperienced teachers. Our Human Resources department generates annual STAR and personnel reports to ensure compliance and comparability. Hiring and transfers prioritize student and district needs, aiming for equitable access to experienced and diverse educators. Despite teacher shortages, collaborative efforts focus on placing effective, in-field teachers where they are most needed. In 2024, approximately 86% of our teachers had three or more years of experience, and over 90% were rated as effective based on consistent evaluations. Schools

serving diverse and low-income populations prioritize hiring experienced and diverse teachers, especially for intervention roles working with at-risk students. We offer ongoing supports for teachers along with professional development that is specific to the needs of our district and staff in our ongoing efforts to strive to support instructional excellence throughout the district staff.



American Indian Education Program

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. Support and services provided by the AI Education Department include:

Academic

- Intervention support
- Ojibwe Culture Classes (Language/Culture/History/Traditions)
- Additional College, Career and Real Life Opportunities

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

For more detailed information and contact information, visit our [website](#).

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 the Alternative Teacher Professional Pay System (ATPPS) and recommendations must include 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 meet for a minimum of 180 minutes per month. We used four early outs to assist in the process. Trained research team members lead sessions on how to implement vocabulary strategies.
- The teacher evaluation system
 - DLPS' adopted teacher evaluation plan, including culturally responsive methodologies.
- 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
 - 98% of teachers participated in alternative pay goals; 86 leadership roles were fulfilled by teachers.

BUILDING LITERACY GOALS FOR Q-COMP

- 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 Alphabet Knowledge will increase from 93% in 2024 to 95% in 2024.
- 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 46.3% in 2024 to 47.3% in 2025.



- 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 55.7% in 2024 to 56.7% in 2025.
- 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 48.8% in 2024 to 49.8% in 2025.
- 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 60.3% in 2024 to 61.3% in 2025.
- 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 6.7% in 2024 to 7.7% in 2025.

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: 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 *Striving for Comprehensive Achievement and Civic Readiness Plan, 2023-24 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 Striving for Comprehensive and Civic Readiness Plan will be presented to and approved by the Detroit Lakes School Board of Education on October 28th, 2024.



Detroit Lakes Public Schools

Striving for Comprehensive Achievement and Civic Readiness Report

Annual Review and 2024-25 Plan



DETROIT LAKES PUBLIC SCHOOLS

Purpose and State Required Goals

- **All children are ready for school.**
- **All racial and economic achievement gaps between students are closed.**
- **All students are ready for career and college.**
- **All students graduate from high school.**
- **Prepare students to be lifelong learners.**

Other required components:

- Principals will share building goals
- Supt. Jenson will share the State of the District Annual Report

Detroit Lakes Public Schools' *Striving for Comprehensive Achievement and Civic Readiness Plan* for 2024-2025 can be found on our website in our [Teaching and Learning Department](#) page.

Ready for Kindergarten

Goal 1: Improve kindergarten proficiency on earlyReading Fastbridge assessment from 56% considered low risk in Fall 2024 to 58% being low risk in Fall 2025.

- Community partnerships with providers of care and education for early learners, focus on early childhood indicators

Prepare Students to Be Lifelong Learners

Goal 2: Detroit Lakes Public Schools will successfully implement each phase of the READ Act as measured by the data submitted in the Local Literacy Plan with the goal of successfully training 100% of teachers who are expected to be trained. This is measured by the passing of the training with 80% proficiency.

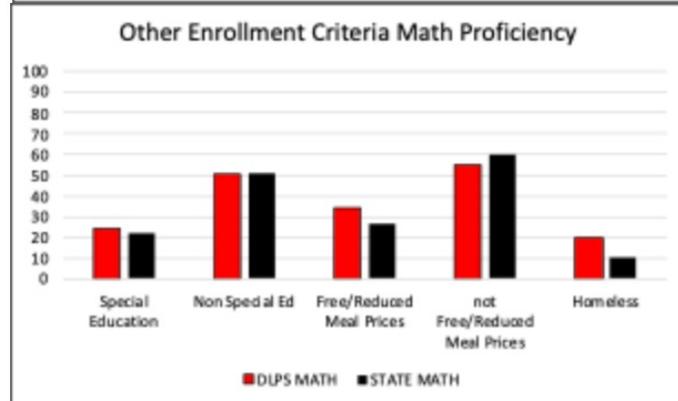
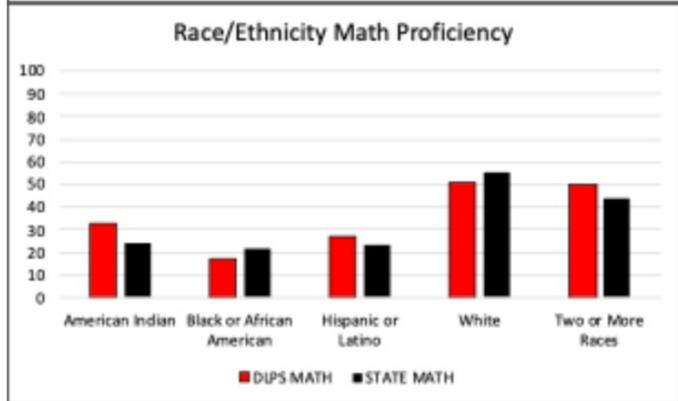
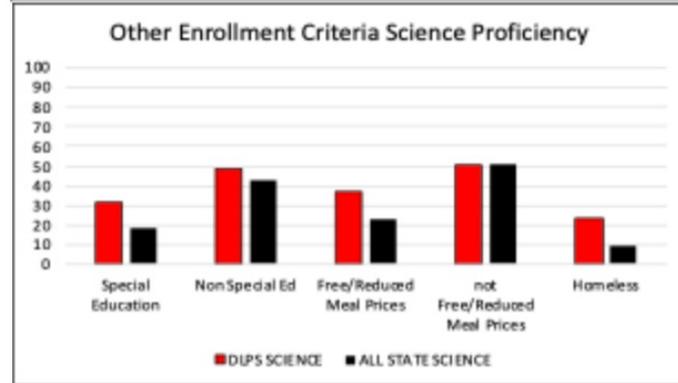
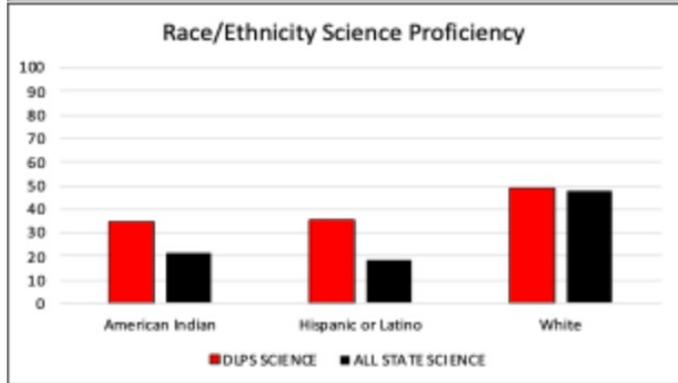
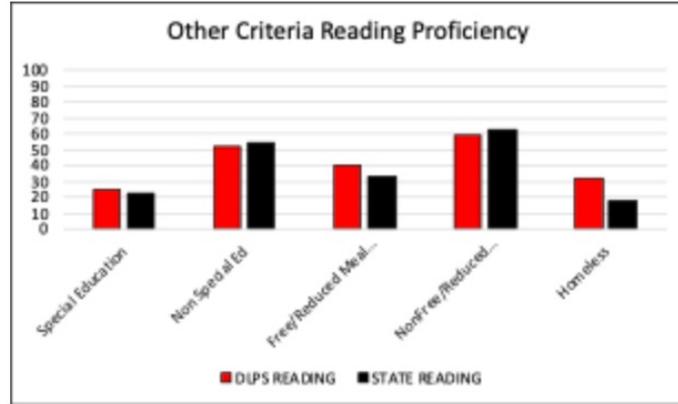
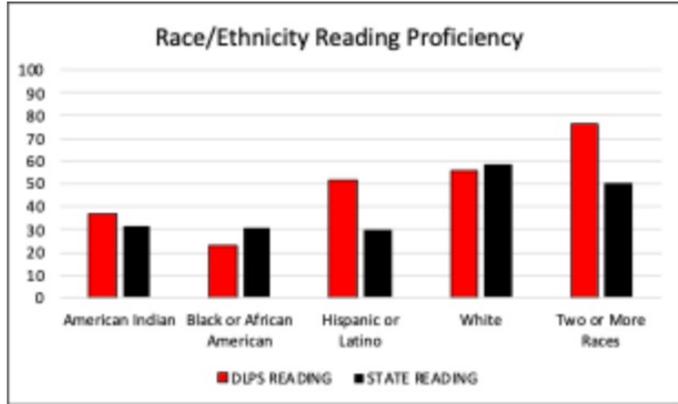
- Proficient reading is essential for lifelong learning as it equips individuals with the ability to access, comprehend, and analyze information across diverse subjects.
- Effective instruction for all – Science of Reading

All Racial and Economic Gaps Between Students are Closed

Goal 3: In the 2024-25 school year, we will reduce the reading achievement gap by 2% for all racial and economic student groups, as measured by state standardized assessments, compared to their 2023-2024 proficiency results.



2023-2024 Racial and Economic Achievement Gap Data



College and Career Readiness

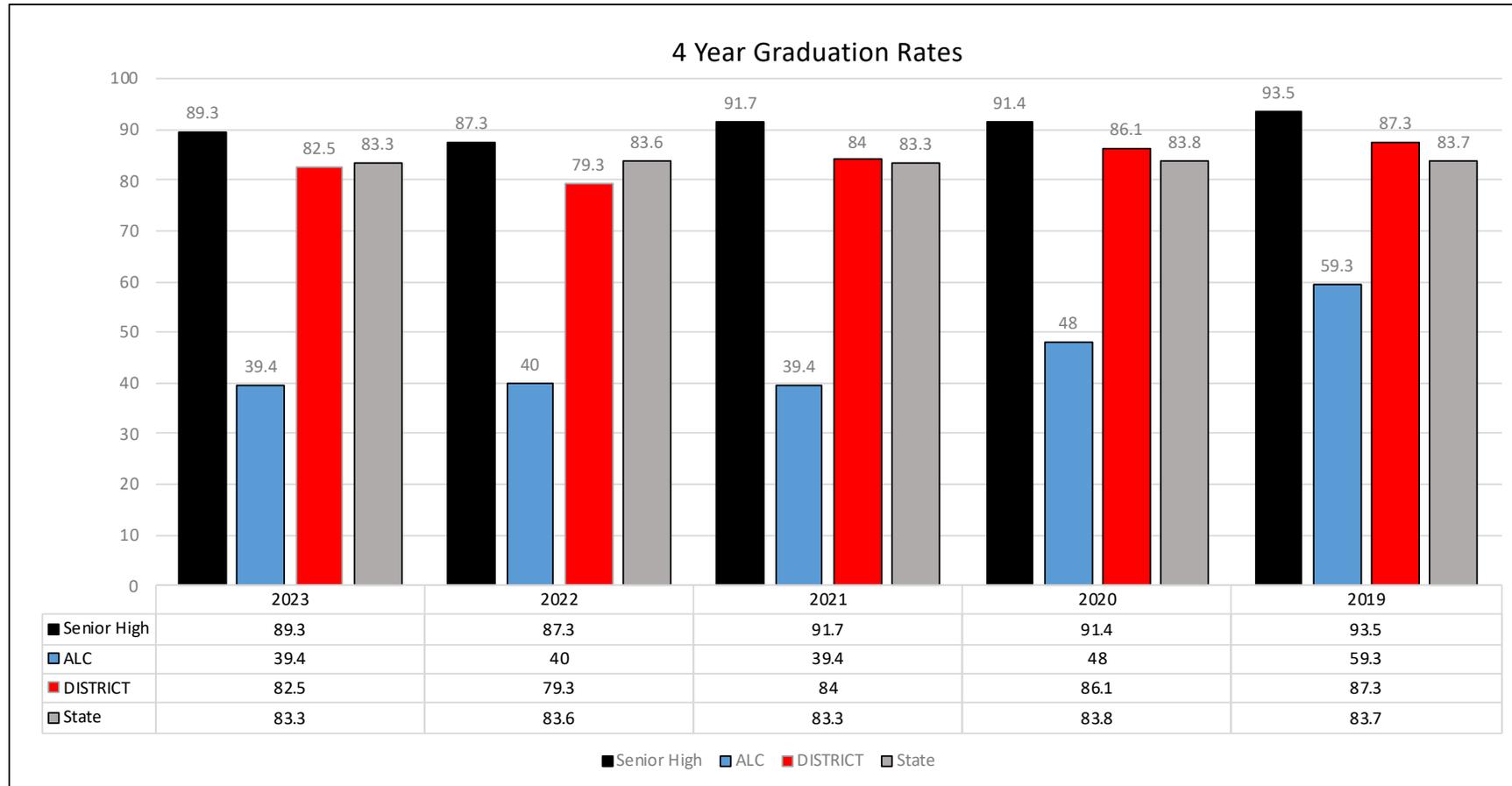
Goal 4: Ensure 100% of the graduating class of 2025 participates in college and career work experiences.

- **Strategies:** Exposure to college and career experiences at all levels.
- THANK YOU to all of our business partnerships for all levels



Graduation Rates

Goal 5: Increase the 4-Year graduation rate to 90% in 2025, up from 82.5% for the class of 2023.



Achievement and Integration Plan

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 their goals 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.
 - **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.
 - **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.

Questions?



DETROIT LAKES PUBLIC SCHOOLS



DETROIT LAKES PUBLIC SCHOOLS

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

Regular School Board Meeting
Monday, September 23, 2024, 5:30 PM
City Hall ~ 1025 Roosevelt Ave, Detroit Lakes, MN, 56501

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

Absent:

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 approve the agenda. Motion carried unanimously.

Program presentation was given by Brandon Schlenner

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

- A. Approve the Minutes of the August 26, 2024 Regular School Board Meeting.
- B. Approve K-12 Computer Checks #707412-707499 and #707580-707684, for a total of \$608,971.57. Approve Hand Payable Checks #707245-707258, #707332-707405, #707411, Voided Checks #707399, Wire Transfers #10441-10449, #10455, #10463-10479, #10570-10582, #10609-10625, #10649-10655, #10664-10665, in the amount of \$850,786.04. Approve Net Payroll Transfers on 8/30/2024 and 09/13/2024 in the amount of \$795,309.70 for a total of \$2,255,067.31.
- C. Approve Personnel Agenda Items
- D. Approve Second Reading of Policies:
- E. 506- K-12 Discipline and Violence Prevention
- F. 613- Graduation Requirements
- G. 722- Public Data and Data Subject Requests
- H. 806- Crisis Management
- I. Approve the 2024-2025 Student Activities Transportation Contract with Anderson Bus & Coach of Frazee, Inc.
- J. Approve the Application for a High School Student fulfilling the requirements for Early Graduation as per School Board Policy 613 at the end of the first semester, January 17, 2025.
- K. Approve the Fall 2024 Coaches list.
- L. Approve the Snow Removal Contract for Laker Transitions and Administration Building.
- M. Approve the Snow Removal Contract for Rossman Elementary, Bus Garage, and Lincoln Education Center.
- N. Approve the Snow Removal Contracts for Detroit Lakes High School, Middle School, and Roosevelt Elementary.

A motion was made by Rotter , seconded by Thomas to approve the Certification of Proposed 2024 Tax Levy Payable in 2025 for the 2025-2026 School Year. (EXHIBIT) Motion carried unanimously.

A motion was made by Erickson , seconded by Walz to approve the Memorandum of Understanding between Detroit Lakes Public School and EMDL. (EXHIBIT) Motion carried unanimously.

A motion was made by Walz , seconded by Rotter to approve the Additional Staffing Request for Rossman Elementary and E-Laker Online. (EXHIBIT) Motion carried unanimously.

A motion was made by Erickson, seconded by Rotter to nominate Etthan Walz as Board Clerk Effective November 5, 2024. Motion carried unanimously.

Superintendent Jenson reported on happenings in the School District.

Student Representatives Wimmer/Martin gave a student report.

Board Treasurer Rotter gave an update on the Finance Committee..

Board Chair Steffl gave an update on the Sports Arena Commission and announced upcoming meetings and events

A motion by Thomas, to adjourn the meeting at 6:20 PM, seconded by Walz. Motion carried unanimously.

Respectfully submitted,

Ethan Walz, Clerk

PERSONNEL AGENDA

September 23, 2024

1) Resignations:

- Haley Anderson– Roosevelt Special Education Para, effective August 26, 2024.
- Macy Bird– ECSE Para, effective September 20, 2024.
- Brandi Davidson– Rossman Special Education Para, effective September 20, 2024.
- Janelle Dow– Rossman Special Education Para, effective August 29, 2024.
- Alycia Holm– Roosevelt Special Education Para, effective September 27, 2024.
- Samantha Link– Prom Advisor, effective August 27, 2024.
- Amy Moors– School Readiness Educator, effective August 29, 2024.
- Edgar Negron– Roosevelt Para, effective August 23, 2024.
- Abby Pettit– High School Admin Assistant, effective September 12, 2024.
- Jenna Tollefson– Middle School Para, effective September 2, 2024.
- Anicia Topp– Rossman Special Education Para, effective September 17, 2024.
- Andrea Walberg– Rossman Special Education Para, effective September 6, 2024.

2) Retirements:

- Steve Jenson– High School Special Education Para, effective September 13, 2024.

3) Appointments:

- Macy Bird– Rossman Laker Kids Assistant, at the rate of \$16.90 per hour, working 12.5 hours per week, effective September 6, 2024 through September 11, 2024.
- Macy Bird– Lincoln ECSE Para, at the rate of \$17.00 per hour, working 37.5 hours per week, effective September 12, 2024.
- Mackenzie Carriere– ECSE Speech Language Pathology Assistant, at the rate of \$22.75 per hour, working 1395 hours per year, effective August 29, 2024.
- Mallory Fischer– Rossman Laker Kids Assistant, at the rate of \$16.90 per hour, working 12 hours per week, effective September 9, 2024.
- Kendra Gilsdorf– High School Musical Artistic Director, at the rate of \$4,502.30 per season, effective September 3, 2024.

Carter Hanks– Lincoln Extended Care, at the rate of \$17.00 per hour, working up to 10 hours per week, effective September 3, 2024.

Adam Harvey–High School Groundskeeper/Custodian, at the rate of \$19.90 per hour, working 40 hours per week, effective September 30, 2024.

Jennifer Hellekson– ABE Lead Instructor, at the rate of \$40.41 per hour, working up to 1640 hours per year, effective September 16, 2024.

Lucian Hesebeck– Rossman Laker Kids Assistant, at the rate of \$16.90 per hour, working 12.5 hours per week, effective September 10, 2024.

Josh Hochgraber– Middle School Baseball Coach, at the rate of \$2,026.04 per season, effective April 1, 2025.

Myllinda Johnson– Lincoln ECSE Para, at the rate of \$17.00 per hour, working 8 hours per week, effective September 3, 2024.

Jayne Lynnes – Roosevelt Food Service Worker, at the rate of \$17.25 per hour, working 595 hours per year, effective August 29, 2024.

Annie Sisson– Rossman Special Education Para, at the rate of \$17.00 per hour, working 37.5 hours per week, effective September 23, 2024.

April Spaeth– High School Musical Accompanist, at the rate of \$1,000 per season, effective September 3, 2024.

Sean St. Claire– Assistant Boys Soccer Coach, at the rate of \$3,151.61 per season, effective August 26, 2024.

Gracee Traurig– High School Musical Choreographer, at the rate of \$2,000 per season, effective September 3, 2024.

Ashley Wettels– High School Para, at the rate of \$17.00 per hour, working 37.5 hours per week, effective August 29, 2024.

4) Amended Assignment:

Natasha Dahring– High School Food Service Worker is amending her assignment from 18.75 hours per week to 22.5 hours per week, effective September 1, 2024.

Gwen Daly– Roosevelt Site Lead is amending her assignment from 7.25 hours a day to 7.5 hours per day, effective September 1, 2024.

Dori Fugere– High School Para is amending her assignment from full time to part time, effective September 3, 2024.

Susan Jones– Speech Language Pathology Assistant is amending her assignment from Rossman/Roosevelt to Roosevelt, effective for the 24-25 school year.

Cara Myer–is amending her assignment from Special Education Teacher to Special Education Teacher/ Instructional Coach, effective for the 24-25 school year.

Sandy Northup– Rossman ADSIS/Noon Duty, is amending her assignment from 25 hours per week to 27.5 hours per week, effective September 3, 2024.

Shannon Sitz– Speech Language Pathologist is amending her assignment from Rossman/Roosevelt to Rossman/Roosevelt/ECSE, effective for the 24-25 school year.

Katie Steinke– High School Paraprofessional is amending her assignment from Laker Shop to Mrs. Kuhlmeier, effective September 3, 2024.

Nicole Tredwell– is amending her assignment from Special Education Para 29.75 hours at Laker Transitions to 20 hours at Rossman, effective September 23, 2024.

Sandra Westrum– Food Service Worker is amending her assignment from 3 hours per day to 3.5 hours per day, effective September 1, 2024.

Barbara Wilson– Rossman Food Service Worker is amending her assignment from 17.5 hours per week to 18.75 hours per week, effective September 1, 2024.

5) Termination:

6) Leave of Absence:

Christine Gerdes– Middle School Science Teacher is requesting a leave of absence from

August 26, 2024 through November 26, 2024.

Nicolle Suihkonen– Roosevelt Teacher is requesting a leave of absence from December 9, 2024 through March 3, 2025.

SMART Finance

Check Register by Bank and Check

Batch	Co	Bank	Pynt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0022		MW	11195	707836	Check	1	1052		ISD #11	Yes	No	No	USD	10/14/2024	1,991.58
			11196	707837	Check	1	1539		ISD #15	Yes	No	No	USD	10/14/2024	2,863.26
			11303	707838	Check	1	3540		ACCUREX, LLC	Yes	No	No	USD	10/14/2024	1,049.25
			11197	707839	Check	1	1005		ADVANCED BUSINESS METHODS	Yes	No	No	USD	10/14/2024	787.24
			11198	707840	Check	1	1035		ALLIANCE PEST PROTECTION	Yes	No	No	USD	10/14/2024	60.00
			11300	707841	Check	1	3225	REMIT	AMERICAN ENGINEERING TESTING,	Yes	No	No	USD	10/14/2024	1,045.00
			11200	707842	Check	1	1056		APPLE COMPUTER, INC.	Yes	No	No	USD	10/14/2024	3,289.50
			11201	707843	Check	1	1067		ARVIG	Yes	No	No	USD	10/14/2024	280.00
			11202	707844	Check	1	1072		ASL INTERPRETING SERVICES, INC	Yes	No	No	USD	10/14/2024	3,833.75
			11299	707845	Check	1	3193	REMIT	BADLANDS DISTRIBUTION INC	Yes	No	No	USD	10/14/2024	899.56
			11203	707846	Check	1	1091		BECKER COUNTY ENVIRONMENTAL	Yes	No	No	USD	10/14/2024	336.00
			11204	707847	Check	1	1093		BECKER COUNTY SPORTSMEN'S CLU	Yes	No	No	USD	10/14/2024	1,600.00
			11205	707848	Check	1	1094		BECKER COUNTY TRANSIT	Yes	No	No	USD	10/14/2024	315.00
			11295	707849	Check	1	2647		BELLEFEUILLE, DANEEN	Yes	No	No	USD	10/14/2024	90.00
			11207	707850	Check	1	1141		BRAINPOP LLC	Yes	No	No	USD	10/14/2024	3,766.28
			11208	707851	Check	1	1143		BRENCO CORP.	Yes	No	No	USD	10/14/2024	1,287.58
			11209	707852	Check	1	1170		CARL BUDDING AND COMPANY	Yes	No	No	USD	10/14/2024	662.40
			11210	707853	Check	1	1185		CDW-G	Yes	No	No	USD	10/14/2024	6,950.00
			11211	707854	Check	1	1192		CENTRAL MARKET	Yes	No	No	USD	10/14/2024	267.03
			11212	707855	Check	1	1201		CITI CARGO & STORAGE	Yes	No	No	USD	10/14/2024	150.00
			11213	707856	Check	1	1208	REMIT	COLE PAPERS	Yes	No	No	USD	10/14/2024	2,542.00
			11214	707857	Check	1	1214		CONNECT INTERIORS	Yes	No	No	USD	10/14/2024	7,755.10
			11215	707858	Check	1	1231		CULINEX	Yes	No	No	USD	10/14/2024	6,120.30
			11206	707859	Check	1	1107		CWIKLA ACE HARDWARE	Yes	No	No	USD	10/14/2024	133.66
			11216	707860	Check	1	1244		DACOTAH PAPER COMPANY	Yes	No	No	USD	10/14/2024	3,548.31
			11217	707861	Check	1	1253		DAVID B. KNOPF CONSTRUCTION	Yes	No	No	USD	10/14/2024	7,120.50
			11218	707862	Check	1	1261		DEMCO INC.	Yes	No	No	USD	10/14/2024	78.37
			11219	707863	Check	1	1305		EAST SIDE JERSEY DAIRY ESJD	Yes	No	No	USD	10/14/2024	9,079.80
			11296	707864	Check	1	2718	REMIT	ECKROTH MUSIC	Yes	No	No	USD	10/14/2024	42.20
			11289	707865	Check	1	2317		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	10/14/2024	409.05
			11220	707866	Check	1	1336	P.T.	ESSENTIA HEALTH	Yes	No	No	USD	10/14/2024	805.00
			11221	707867	Check	1	1340		EVERYDAY SPEECH, LLC	Yes	No	No	USD	10/14/2024	1,503.96
			11222	707868	Check	1	1351		FARGO GLASS & PAINT CO., INC.	Yes	No	No	USD	10/14/2024	73.25
			11223	707869	Check	1	1395		FRONTLINE TECHNOLOGIES GROUF	Yes	No	No	USD	10/14/2024	2,788.48
			11224	707870	Check	1	1408		GENERAL PARTS LLC	Yes	No	No	USD	10/14/2024	534.85
			11225	707871	Check	1	1409		GERRELL'S SPORT CENTER	Yes	No	No	USD	10/14/2024	1,382.89
			11226	707872	Check	1	1426		GRAINGER, INC.	Yes	No	No	USD	10/14/2024	264.16
			11227	707873	Check	1	1474		HENNEPIN THEATRE TRUST	Yes	No	No	USD	10/14/2024	125.00
			11228	707874	Check	1	1475		HENRY SCHEIN INC.	Yes	No	No	USD	10/14/2024	1,510.34
			11229	707875	Check	1	1479		HERO'S TIMING	Yes	No	No	USD	10/14/2024	1,812.50
			11305	707876	Check	1	3561		HESTEKIN, NATALIE	Yes	No	No	USD	10/14/2024	241.94

SMART Finance

Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
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			11231	707878	Check	1	1487		HILLYARD / HUTCHINSON	Yes	No	No	USD	10/14/2024	7,366.30
			11292	707879	Check	1	2409	REMIT	HUT AMERICAN GROUP LLC	Yes	No	No	USD	10/14/2024	329.58
			11232	707880	Check	1	1531		IDEAL SERVICES, INC.	Yes	No	No	USD	10/14/2024	1,080.00
			11258	707881	Check	1	1843		INDIGENOUS REFLECTIONS INC	Yes	No	No	USD	10/14/2024	323.33
			11233	707882	Check	1	1563		INTERQUEST DETECTION CANINES	Yes	No	No	USD	10/14/2024	340.00
			11199	707883	Check	1	1052		ISD #11	Yes	No	No	USD	10/14/2024	450.00
			11234	707884	Check	1	1569		J.W. PEPPER & SON, INC.	Yes	No	No	USD	10/14/2024	407.39
			11235	707885	Check	1	1602		JOHNSON'S LOCK & KEY	Yes	No	No	USD	10/14/2024	359.50
			11236	707886	Check	1	1603		JOHNSTON, ALYSSA	Yes	No	No	USD	10/14/2024	122.37
			11237	707887	Check	1	1622		KENDELL DOORS & HARDWARE, INC	Yes	No	No	USD	10/14/2024	644.00
			11238	707888	Check	1	1638	REMIT	L&M FLEET SUPPLY, INC.	Yes	No	No	USD	10/14/2024	48.14
			11239	707889	Check	1	1650		LAKES COUNTRY UPHOLSTERY LLC	Yes	No	No	USD	10/14/2024	587.61
			11240	707890	Check	1	1658		LAKESHORE LEARNING MATERIALS	Yes	No	No	USD	10/14/2024	1,445.73
			11302	707891	Check	1	3288	REMIT	LEARNWELL	Yes	No	No	USD	10/14/2024	891.00
			11241	707892	Check	1	1669		LEDGESTONE, INC.	Yes	No	No	USD	10/14/2024	11,623.92
			11242	707893	Check	1	1673		LEIGHTON BROADCASTING	Yes	No	No	USD	10/14/2024	219.00
			11291	707894	Check	1	2384		MACGILL SCHOOL NURSE SUPPLIES	Yes	No	No	USD	10/14/2024	485.00
			11243	707895	Check	1	1695		MACKIN EDUCATION RESOURCES	Yes	No	No	USD	10/14/2024	2,213.75
			11244	707896	Check	1	1707		MARK'S ELECTRIC INC.	Yes	No	No	USD	10/14/2024	6,169.25
			11294	707897	Check	1	2598		MATT'S MOBILE DIESEL SERVICE	Yes	No	No	USD	10/14/2024	1,088.00
			11246	707898	Check	1	1723		MCARTHUR TILE COMPANY	Yes	No	No	USD	10/14/2024	3,980.00
			11247	707899	Check	1	1732		MEDCO SUPPLY CO.	Yes	No	No	USD	10/14/2024	3,086.37
			11248	707900	Check	1	1736		MENARDS - DETROIT LAKES	Yes	No	No	USD	10/14/2024	4,286.30
			11249	707901	Check	1	1739	REMIT	METROPOLITAN MECHANICAL CONT	Yes	No	No	USD	10/14/2024	1,072.00
			11250	707902	Check	1	1744		MID STATES WIRELESS, INC.	Yes	No	No	USD	10/14/2024	265.10
			11251	707903	Check	1	1746		MIDWEST MACHINERY CO	Yes	No	No	USD	10/14/2024	229.18
			11252	707904	Check	1	1753		MILLER YARD CARE AND CONSTRUC	Yes	No	No	USD	10/14/2024	610.00
			11253	707905	Check	1	1759		MINNESOTA FLYERS GYMNASTICS, II	Yes	No	No	USD	10/14/2024	20,000.00
			11297	707906	Check	1	2822		MISSION MECHANICAL	Yes	No	No	USD	10/14/2024	1,772.00
			11290	707907	Check	1	2321		MN FFA REGION 1 SECRETARY/TREA	Yes	No	No	USD	10/14/2024	275.00
			11254	707908	Check	1	1787		MN STATE COMMUNITY & TECHNICA	Yes	No	No	USD	10/14/2024	17,017.69
			11255	707909	Check	1	1790		MN STATE HIGH SCHOOL LEAGUE	Yes	No	No	USD	10/14/2024	1,800.00
			11256	707910	Check	1	1806		MORRIS PAINTING & DECORATING I	Yes	No	No	USD	10/14/2024	3,860.00
			11293	707911	Check	1	2420	REMIT	MRI SOFTWARE LLC	Yes	No	No	USD	10/14/2024	8.00
			11257	707912	Check	1	1819		MULTI-HEALTH SYSTEMS	Yes	No	No	USD	10/14/2024	475.00
			11301	707913	Check	1	3234		MYNA THERAPHY SERVICES, PLLC	Yes	No	No	USD	10/14/2024	19,018.50
			11264	707914	Check	1	1917	REMIT	NCS PEARSON INC	Yes	No	No	USD	10/14/2024	445.98
			11259	707915	Check	1	1901		OTIS ELEVATOR COMPANY	Yes	No	No	USD	10/14/2024	375.00
			11260	707916	Check	1	1907		PAN-O-GOLD BAKING CO.	Yes	No	No	USD	10/14/2024	1,166.23
			11261	707917	Check	1	1908		PAPA MURPHY'S	Yes	No	No	USD	10/14/2024	329.50

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	11262	707918	Check	1	1911	PAR INC.	Yes	No	No	USD	10/14/2024	291.60
		11304	707919	Check	1	3553	PDF BAND MUSIC	Yes	No	No	USD	10/14/2024	33.50
		11263	707920	Check	1	1915	PDQ.COM /SMARTDEPLOY	Yes	No	No	USD	10/14/2024	1,620.00
		11265	707921	Check	1	1920	PEPSI	Yes	No	No	USD	10/14/2024	4,460.79
		11266	707922	Check	1	1948	POWERSCHOOL GROUP LLC	Yes	No	No	USD	10/14/2024	10,049.38
		11267	707923	Check	1	1951	PRECISION PRINTING	Yes	No	No	USD	10/14/2024	176.12
		11268	707924	Check	1	1954	PREMIUM WATERS, INC.	Yes	No	No	USD	10/14/2024	168.87
		11269	707925	Check	1	1958	PRO PRINT, INC.	Yes	No	No	USD	10/14/2024	185.79
		11270	707926	Check	1	1976	RAMSEY, BRITTON	Yes	No	No	USD	10/14/2024	125.00
		11288	707927	Check	1	2306	REGION 1	Yes	No	No	USD	10/14/2024	8,962.38
		11271	707928	Check	1	1994	RENAISSANCE	Yes	No	No	USD	10/14/2024	399.20
		11272	707929	Check	1	2025	SAFETYFIRST PLAYGROUND MAINTENANCE	Yes	No	No	USD	10/14/2024	595.43
		11273	707930	Check	1	2042	SCHMITT DIRECTOR CENTER	Yes	No	No	USD	10/14/2024	675.00
		11274	707931	Check	1	2050	SCHOLASTIC INC.	Yes	No	No	USD	10/14/2024	179.80
		11275	707932	Check	1	2056	SCHOOL SPECIALTY LLC	Yes	No	No	USD	10/14/2024	959.34
		11276	707933	Check	1	2074	SEPTIC VAC	Yes	No	No	USD	10/14/2024	385.00
		11277	707934	Check	1	2079	SHI INTERNATIONAL CORP.	Yes	No	No	USD	10/14/2024	2,958.00
		11278	707935	Check	1	2120	STAPLES	Yes	No	No	USD	10/14/2024	202.27
		11279	707936	Check	1	2126	STEIN'S INC.	Yes	No	No	USD	10/14/2024	70.68
		11298	707937	Check	1	3131	REMIT STRATASYS, INC	Yes	No	No	USD	10/14/2024	1,396.81
		11245	707938	Check	1	1716	REMIT THE MASTER TEACHER, INC	Yes	No	No	USD	10/14/2024	57.85
		11280	707939	Check	1	2194	REMIT TRAFERA HOLDINGS, LLC	Yes	No	No	USD	10/14/2024	1,392.50
		11281	707940	Check	1	2196	TRAINING ROOM, INC.	Yes	No	No	USD	10/14/2024	1,406.28
		11282	707941	Check	1	2203	TROPHY HOUSE	Yes	No	No	USD	10/14/2024	140.00
		11283	707942	Check	1	2207	TWEETON REFRIGERATION, INC.	Yes	No	No	USD	10/14/2024	5,946.61
		11284	707943	Check	1	2226	UPPER LAKES FOODS, INC.	Yes	No	No	USD	10/14/2024	25,530.31
		11285	707944	Check	1	2252	WEBBER FAMILY MOTORS	Yes	No	No	USD	10/14/2024	78.84
		11286	707945	Check	1	2258	WEST MUSIC COMPANY	Yes	No	No	USD	10/14/2024	145.94
		11287	707946	Check	1	2260	WESTERN PSYCHOLOGICAL SERVICES	Yes	No	No	USD	10/14/2024	96.80
Bank Total: MW												\$265,350.90	
Report Total:												\$265,350.90	

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	11356	707978	Check	1	1027	AILIE TREE SERVICE, INC.	Yes	No	No	USD	10/28/2024	300.00
		11357	707979	Check	1	1056	APPLE COMPUTER, INC.	Yes	No	No	USD	10/28/2024	749.00
		11358	707980	Check	1	1072	ASL INTERPRETING SERVICES, INC	Yes	No	No	USD	10/28/2024	3,031.25
		11359	707981	Check	1	1078	BACH COMPANY	Yes	No	No	USD	10/28/2024	153.00
		11360	707982	Check	1	1094	BECKER COUNTY TRANSIT	Yes	No	No	USD	10/28/2024	1,200.00
		11417	707983	Check	1	2647	BELLEFEUILLE, DANEEN	Yes	No	No	USD	10/28/2024	40.00
		11361	707984	Check	1	1121	BLUE 84 SPIRIT	Yes	No	No	USD	10/28/2024	1,810.25
		11362	707985	Check	1	1143	BRENCO CORP.	Yes	No	No	USD	10/28/2024	997.44
		11363	707986	Check	1	1156	BUERMANN, EMILY	Yes	No	No	USD	10/28/2024	180.00
		11364	707987	Check	1	1192	CENTRAL MARKET	Yes	No	No	USD	10/28/2024	128.34
		11421	707988	Check	1	3155	REMIT CENTRAL MCGOWAN	Yes	No	No	USD	10/28/2024	560.12
		11412	707989	Check	1	2397	CHILDREN'S HOSPITAL MEDICAL CEI	Yes	No	No	USD	10/28/2024	350.00
		11419	707990	Check	1	2770	CHILEDIA INSTITUTE, LLC	Yes	No	No	USD	10/28/2024	4,708.71
		11365	707991	Check	1	1202	CITY OF DETROIT LAKES	Yes	No	No	USD	10/28/2024	131,704.00
		11366	707992	Check	1	1231	CULINEX	Yes	No	No	USD	10/28/2024	260.88
		11367	707993	Check	1	1244	DACOTAH PAPER COMPANY	Yes	No	No	USD	10/28/2024	1,657.49
		11411	707994	Check	1	2322	DELL MARKETING L.P.	Yes	No	No	USD	10/28/2024	3,799.14
		11368	707995	Check	1	1305	EAST SIDE JERSEY DAIRY ESJD	Yes	No	No	USD	10/28/2024	6,151.99
		11369	707996	Check	1	1320	EIDE BAILLY LLP	Yes	No	No	USD	10/28/2024	22,050.00
		11370	707997	Check	1	1336	P.T. ESSENTIA HEALTH	Yes	No	No	USD	10/28/2024	2,310.00
		11426	707998	Check	1	3568	FENWORKS, INC.	Yes	No	No	USD	10/28/2024	350.00
		11371	707999	Check	1	1409	GERRELL'S SPORT CENTER	Yes	No	No	USD	10/28/2024	1,160.83
		11415	708000	Check	1	2547	GRIMCO INC.	Yes	No	No	USD	10/28/2024	134.00
		11372	708001	Check	1	1457	HAWKINS, INC.	Yes	No	No	USD	10/28/2024	1,068.76
		11373	708002	Check	1	1467	HEINEMANN	Yes	No	No	USD	10/28/2024	27,165.60
		11374	708003	Check	1	1475	HENRY SCHEIN INC.	Yes	No	No	USD	10/28/2024	576.77
		11375	708004	Check	1	1487	HILLYARD / HUTCHINSON	Yes	No	No	USD	10/28/2024	5,053.47
		11413	708005	Check	1	2409	REMIT HUT AMERICAN GROUP LLC	Yes	No	No	USD	10/28/2024	329.58
		11376	708006	Check	1	1536	ISD #152	Yes	No	No	USD	10/28/2024	2,987.01
		11418	708007	Check	1	2769	IT SAVVY LLC	Yes	No	No	USD	10/28/2024	1,223.78
		11377	708008	Check	1	1569	J.W. PEPPER & SON, INC.	Yes	No	No	USD	10/28/2024	101.50
		11378	708009	Check	1	1601	JOHNSON CONTROLS	Yes	No	No	USD	10/28/2024	977.83
		11416	708010	Check	1	2551	JOHNSON, RICH	Yes	No	No	USD	10/28/2024	30.00
		11379	708011	Check	1	1608	JOSTENS	Yes	No	No	USD	10/28/2024	1,699.95
		11380	708012	Check	1	1638	REMIT L&M FLEET SUPPLY, INC.	Yes	No	No	USD	10/28/2024	569.89
		11381	708013	Check	1	1648	LAKER LOCKER	Yes	No	No	USD	10/28/2024	445.00
		11382	708014	Check	1	1649	LAKES COUNTRY SERVICE CO-OP	Yes	No	No	USD	10/28/2024	110.00
		11383	708015	Check	1	1653	LAKES GLASS, INC.	Yes	No	No	USD	10/28/2024	749.22
		11384	708016	Check	1	1656	LAKES SPORT SHOP	Yes	No	No	USD	10/28/2024	2,154.00
		11385	708017	Check	1	1695	MACKIN EDUCATION RESOURCES	Yes	No	No	USD	10/28/2024	626.86
		11386	708018	Check	1	1707	MARK'S ELECTRIC INC.	Yes	No	No	USD	10/28/2024	1,661.90

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	11387	708019	Check	1736		MENARDS - DETROIT LAKES	Yes	No	No	USD	10/28/2024	211.67
		11388	708020	Check	1739	REMIT	METROPOLITAN MECHANICAL CONT	Yes	No	No	USD	10/28/2024	7,835.88
		11425	708021	Check	3562		NATIONAL COUNCIL OF TEACHERS &	Yes	No	No	USD	10/28/2024	65.65
		11391	708022	Check	1917	REMIT	NCS PEARSON INC	Yes	No	No	USD	10/28/2024	2,223.69
		11420	708023	Check	2954	REMIT	OUT FRONT POWER EQUIPMENT	Yes	No	No	USD	10/28/2024	425.47
		11389	708024	Check	1907		PAN-O-GOLD BAKING CO.	Yes	No	No	USD	10/28/2024	749.92
		11390	708025	Check	1908		PAPA MURPHY'S	Yes	No	No	USD	10/28/2024	747.50
		11392	708026	Check	1920		PEPSI	Yes	No	No	USD	10/28/2024	1,368.86
		11394	708027	Check	1936		PLANK ROAD PUBLISHING, INC.	Yes	No	No	USD	10/28/2024	18.45
		11395	708028	Check	1951		PRECISION PRINTING	Yes	No	No	USD	10/28/2024	211.50
		11396	708029	Check	1980		RDO EQUIPMENT CO.	Yes	No	No	USD	10/28/2024	21.75
		11397	708030	Check	1986		REDWOOD TOXICOLOGY LABORATC	Yes	No	No	USD	10/28/2024	85.32
		11398	708031	Check	2002		RIEKES EQUIPMENT CO.	Yes	No	No	USD	10/28/2024	228.52
		11400	708032	Check	2028		SANFORD HEALTH OCCUPATIONAL I	Yes	No	No	USD	10/28/2024	188.00
		11414	708033	Check	2442		SAZAMA, JEFFREY	Yes	No	No	USD	10/28/2024	315.00
		11401	708034	Check	2056		SCHOOL SPECIALTY LLC	Yes	No	No	USD	10/28/2024	42.49
		11423	708035	Check	3241		SCREENFLEX PORTABLE PARTITION	Yes	No	No	USD	10/28/2024	2,482.00
		11424	708036	Check	3535		SLP TOOLKIT LLC	Yes	No	No	USD	10/28/2024	1,350.00
		11393	708037	Check	1926	REMIT	SONOVA USA INC	Yes	No	No	USD	10/28/2024	4,118.46
		11402	708038	Check	2109		SOUTHPAW ENTERPRISES, INC.	Yes	No	No	USD	10/28/2024	31.00
		11399	708039	Check	2018		SQUIRES, WALDSPURGER & MACE,	Yes	No	No	USD	10/28/2024	275.00
		11403	708040	Check	2120		STAPLES	Yes	No	No	USD	10/28/2024	362.29
		11404	708041	Check	2128		STELLHER HUMAN SERVICES, INC.	Yes	No	No	USD	10/28/2024	26,800.00
		11405	708042	Check	2139		SUMMIT FIRE PROTECTION	Yes	No	No	USD	10/28/2024	836.25
		11406	708043	Check	2149		SWANSON'S REPAIR	Yes	No	No	USD	10/28/2024	52.63
		11428	708044	Check	3570		SYHhealing	Yes	No	No	USD	10/28/2024	7,000.00
		11427	708045	Check	3569		TIMBERLINE RANCH	Yes	No	No	USD	10/28/2024	550.00
		11422	708046	Check	3228		TURF TANK	Yes	No	No	USD	10/28/2024	1,370.07
		11407	708047	Check	2207		TWEETON REFRIGERATION, INC.	Yes	No	No	USD	10/28/2024	4,400.59
		11408	708048	Check	2226		UPPER LAKES FOODS, INC.	Yes	No	No	USD	10/28/2024	18,146.90
		11409	708049	Check	2258		WEST MUSIC COMPANY	Yes	No	No	USD	10/28/2024	342.75
		11410	708050	Check	2277		YOUSCIENCE PRECISION EXAMS	Yes	No	No	USD	10/28/2024	7,450.00

Bank Total: MW
Report Total: \$321,625.17

\$321,625.17	
\$321,625.17	

HAND PAYABLES SUMMARY (SEPTEMBER 2024)

Pmt No	Check No	Pay Type	Vendor	Date	Amount
10666		Wire	CONSTELLATION NEW ENERGY GAS D	9/3/2024	\$ 863.40
10667		Wire	PERFORMANCE FOODSERVICE	9/3/2024	\$ 790.06
10668		Wire	MN DEPT OF REVENUE -SALES TAX	9/3/2024	\$ 4.00
10669		Wire	MIDWEST BANK	9/3/2024	\$ 10.00
10670		Wire	MIDWEST BANK	9/3/2024	\$ 5.00
10671		Wire	MIDWEST BANK	9/3/2024	\$ 100.00
10672		Wire	AUTHORIZE.NET GATEWAY BILLING	9/3/2024	\$ 10.00
10673		Wire	REVTRAK	9/3/2024	\$ 39.95
10673		Wire	REVTRAK	9/10/2024	\$ (39.95)
10674		Wire	TRANSFIRST AFFINETY	9/3/2024	\$ 894.72
10675		Wire	WEX HEALTH INC	9/3/2024	\$ 440.00
10676		Wire	WEX HEALTH INC	9/3/2024	\$ 5,460.48
10791		Wire	EMC INSURANCE COMPANIES	9/5/2024	\$ 54,189.97
10792		Wire	LAKES COUNTRY SERVICE CO-OP INSURANCE POOL	9/5/2024	\$ 360,284.56
10802		Wire	BIX PRODUCE	9/9/2024	\$ 2,620.21
10803		Wire	CAPITAL ONE TRADE CREDIT	9/9/2024	\$ 133.81
10804		Wire	DETROIT LAKES DISPOSAL	9/9/2024	\$ 2,701.82
10806		Wire	WEX HEALTH INC - HSA/FLEX	9/12/2024	\$ 2,467.25
10807		Wire	PUBLIC EMPLOYEES RETIREMENT ASSOC	9/12/2024	\$ 17,627.96
10808		Wire	MN TEACHERS RETIREMENT ASSOC.	9/12/2024	\$ 22,144.63
10809		Wire	MINNESOTA STATE RETIREMENT SYS	9/12/2024	\$ 7,250.90
10810		Wire	AVIBEN	9/12/2024	\$ 11,590.93
10811		Wire	AMAZON	9/13/2024	\$ 17,828.82
10812		Wire	BREMER BANK CC	9/13/2024	\$ 15,307.38
10823		Wire	INTERNAL REVENUE SERVICE	9/13/2024	\$ 193,206.49
10824		Wire	MN DEPT OF REVENUE -PAYROLL TAXES	9/13/2024	\$ 32,280.35
10847		Wire	MINNESOTA ENERGY RESOURCES	9/13/2024	\$ 131.56
10848		Wire	MINNESOTA ENERGY RESOURCES	9/13/2024	\$ 41.76
10849		Wire	REVTRAK	9/13/2024	\$ 29.95
10850		Wire	REVTRAK	9/13/2024	\$ 29.95
10868		Wire	CITY OF DETROIT LAKES	9/16/2024	\$ 177.80
10869		Wire	CITY OF DETROIT LAKES	9/16/2024	\$ 20,914.38
10870		Wire	CITY OF DETROIT LAKES	9/16/2024	\$ 414.22
10871		Wire	CITY OF DETROIT LAKES	9/16/2024	\$ 8,256.74
10872		Wire	CITY OF DETROIT LAKES	9/16/2024	\$ 509.08
10873		Wire	MINNESOTA ENERGY RESOURCES	9/16/2024	\$ 49.16
10994		Wire	BIX PRODUCE	9/19/2024	\$ 3,176.09
10995		Wire	CITY OF DETROIT LAKES	9/19/2024	\$ 909.74
10996		Wire	LAKES COMMUNITY COOPERATIVE	9/19/2024	\$ 2,059.11
10997		Wire	PERFORMANCE FOODSERVICE	9/19/2024	\$ 3,324.40
10998		Wire	SYSCO NORTH DAKOTA, INC	9/19/2024	\$ 9,981.05
10999		Wire	USPS.COM	9/19/2024	\$ 972.15
11000		Wire	HUB MID-AMERICA	9/19/2024	\$ 1,075.00
11001		Wire	MINNESOTA ENERGY RESOURCES	9/23/2024	\$ 51.66
11002		Wire	MINNESOTA ENERGY RESOURCES	9/23/2024	\$ 52.52
11003		Wire	PERFORMANCE FOODSERVICE	9/23/2024	\$ 3,856.21
11044		Wire	WEX HEALTH INC - HSA/FLEX	9/26/2024	\$ 15,167.41
11045		Wire	PUBLIC EMPLOYEES RETIREMENT ASSOC	9/26/2024	\$ 23,536.29
11046		Wire	MN TEACHERS RETIREMENT ASSOC.	9/26/2024	\$ 129,083.49
11047		Wire	MINNESOTA STATE RETIREMENT SYS	9/26/2024	\$ 14,034.90
11048		Wire	AVIBEN	9/26/2024	\$ 38,837.59
11077		Wire	ARVIG COMMUNICATION SYSTEMS	9/26/2024	\$ 559.39
11078		Wire	ARVIG COMMUNICATION SYSTEMS	9/26/2024	\$ 123.95
11079		Wire	BIX PRODUCE	9/26/2024	\$ 3,284.12
11080		Wire	CITY OF DETROIT LAKES	9/26/2024	\$ 236.69
11081		Wire	CITY OF DETROIT LAKES	9/26/2024	\$ 1,342.02
11082		Wire	CITY OF DETROIT LAKES	9/26/2024	\$ 133.02
11083		Wire	CITY OF DETROIT LAKES	9/26/2024	\$ 27,294.97
11084		Wire	CITY OF DETROIT LAKES	9/26/2024	\$ 585.56
11085		Wire	CITY OF DETROIT LAKES	9/26/2024	\$ 649.34

11086		Wire	MINNESOTA ENERGY RESOURCES	9/26/2024	\$	654.41
11087		Wire	MINNESOTA ENERGY RESOURCES	9/26/2024	\$	1,899.09
11088		Wire	MINNESOTA ENERGY RESOURCES	9/26/2024	\$	231.25
11089		Wire	PERFORMANCE FOODSERVICE	9/26/2024	\$	3,044.91
11090		Wire	POWERSCHOOL GROUP LLC	9/26/2024	\$	12,132.50
11091		Wire	VERIZON WIRELESS	9/26/2024	\$	555.82
11092		Wire	VERIZON WIRELESS	9/26/2024	\$	639.03
11104		Wire	INTERNAL REVENUE SERVICE	9/30/2024	\$	248,459.25
11105		Wire	MN DEPT OF REVENUE -PAYROLL TAXES	9/30/2024	\$	41,279.29
11106		Wire	BIX PRODUCE	9/30/2024	\$	2,179.79
11107		Wire	MINNESOTA ENERGY RESOURCES	9/30/2024	\$	715.52
11108		Wire	PERFORMANCE FOODSERVICE	9/30/2024	\$	1,237.16
11109		Wire	MN DEPT OF REVENUE -SALES TAX	9/30/2024	\$	9.00
11110		Wire	MIDWEST BANK	9/30/2024	\$	10.00
11111		Wire	MIDWEST BANK	9/30/2024	\$	5.00
11112		Wire	MIDWEST BANK	9/30/2024	\$	4.00
11113		Wire	MIDWEST BANK	9/30/2024	\$	100.00
11114		Wire	MIDWEST BANK	9/30/2024	\$	100.00
11115		Wire	MIDWEST BANK	9/30/2024	\$	10.00
11116		Wire	AUTHORIZE.NET GATEWAY BILLING	9/30/2024	\$	10.00
11117		Wire	VANTIV BILLING / WORLDPAY	9/30/2024	\$	138.00
11118		Wire	VANTIV BILLING / WORLDPAY	9/30/2024	\$	107.85
11119		Wire	TRANSFIRST AFFINETY	9/30/2024	\$	2,239.69
11120		Wire	WEX HEALTH INC	9/30/2024	\$	8,512.90
11121		Wire	WEX HEALTH INC	9/30/2024	\$	437.25
11122		Wire	USPS.COM	9/30/2024	\$	70.90
11123		Wire	ARUX SOFTWARE, INC	9/30/2024	\$	299.00
10566	707340	Check	HOLLINGSWORTH, RICHARD	9/6/2024	\$	(221.64)
10560	707343	Check	MONONO, EWUMBUA	9/6/2024	\$	(225.30)
10679	707406	Check	BAER, KARI	9/3/2024	\$	245.00
10677	707407	Check	BURNSIDE, BRADY	9/3/2024	\$	160.00
10678	707408	Check	KRAMER, DANIEL	9/3/2024	\$	296.89
10681	707409	Check	REPAK, ZIJAD	9/3/2024	\$	273.70
10680	707410	Check	WESTPHAL, ANDREW	9/3/2024	\$	65.00
10680	707410	Check	WESTPHAL, ANDREW	9/24/2024	\$	(65.00)
10771	707500	Check	ANDERSON COACH OF FRAZEE, INC.	9/5/2024	\$	4,460.40
10780	707501	Check	CHRISTENSON, DAN	9/5/2024	\$	155.00
10772	707502	Check	EITER, TERRY	9/5/2024	\$	170.00
10786	707503	Check	FENSKE, BRADY	9/5/2024	\$	170.00
10779	707504	Check	GULSETH, JAEGER	9/5/2024	\$	170.00
10787	707505	Check	HAMMER, KENNETH	9/5/2024	\$	293.75
10776	707506	Check	HANSEN, PHIL	9/5/2024	\$	170.00
10788	707507	Check	HOFF, BRIAN	9/5/2024	\$	100.00
10773	707508	Check	HOGANSON, MICHAEL	9/5/2024	\$	170.00
10781	707509	Check	ISD #482	9/5/2024	\$	200.00
10783	707510	Check	ISD #549 PERHAM ACTIVITIES	9/5/2024	\$	200.00
10782	707511	Check	MAHLUM, CHRIS	9/5/2024	\$	170.00
10774	707512	Check	OLANDER BUS SERVICE INC.	9/5/2024	\$	34,016.25
10789	707513	Check	PERKINS, RACHEL	9/5/2024	\$	60.00
10785	707514	Check	SCHORNACK, JENNA	9/5/2024	\$	120.00
10778	707515	Check	SCOLLEY, MIKE	9/5/2024	\$	170.00
10790	707516	Check	SKARIE, REECE	9/5/2024	\$	170.00
10784	707517	Check	STORRUSTEN, DAN	9/5/2024	\$	155.00
10775	707518	Check	STUEWE, LUKE	9/5/2024	\$	80.00
10777	707519	Check	TUCKER, STEVE	9/5/2024	\$	170.00
10798	707520	Check	BAER, KARI	9/9/2024	\$	150.00
10799	707521	Check	BAER, KARI	9/9/2024	\$	85.00
10793	707522	Check	BURNSIDE, BRADY	9/9/2024	\$	160.00
10801	707523	Check	CALVIN AND ANNE SCHOW	9/9/2024	\$	657.75
10794	707524	Check	FRANK, JENNIFER	9/9/2024	\$	160.00
10797	707525	Check	HAMM, MACKENZIE	9/9/2024	\$	40.00
10795	707526	Check	KRAMER, DANIEL	9/9/2024	\$	276.89
10800	707527	Check	MONONO, EWUMBUA	9/9/2024	\$	235.30
10796	707528	Check	PETERSON, JEREMY	9/9/2024	\$	40.00
10796	707528	Check	PETERSON, JEREMY	9/24/2024	\$	(40.00)
10805	707529	Check	ROY, MORGAN	9/9/2024	\$	85.00
10815	707530	Check	AFSCME COUNCIL 65	9/13/2024	\$	278.61

10813	707531	Check	AMERICAN FAMILY LIFE ASSURANCE CO	9/13/2024	\$	165.56
10817	707532	Check	D. L. ATHLETIC FOUNDATION	9/13/2024	\$	125.00
10818	707533	Check	D.L. PUBLIC EDUC FOUNDATION	9/13/2024	\$	30.00
10821	707534	Check	MESSERLI & KRAMER P.A.	9/13/2024	\$	51.08
10814	707535	Check	MINNESOTA CHILD SUPPORT	9/13/2024	\$	534.90
10820	707536	Check	MN SCHOOL EMPLOYEES ASSOC.	9/13/2024	\$	121.59
10822	707537	Check	STEWART, ZLIMEN & JUNGERS, LTD	9/13/2024	\$	196.19
10819	707538	Check	SUPPORT PAYMENT CLEARINGHOUSE	9/13/2024	\$	335.91
10816	707539	Check	UNITED WAY OF BECKER COUNTY	9/13/2024	\$	218.00
10842	707540	Check	BRAUN, JOSEPH	9/13/2024	\$	160.00
10832	707541	Check	BURNSIDE, BRADY	9/13/2024	\$	175.00
10838	707542	Check	CALVIN AND ANNE SCHOW	9/13/2024	\$	797.75
10825	707543	Check	CAULFIELD STUDIO	9/13/2024	\$	1,505.00
10841	707544	Check	DETROIT COUNTRY CLUB	9/13/2024	\$	2,073.00
10826	707545	Check	DETROIT LAKES FLORAL & GIFTS	9/13/2024	\$	105.00
10835	707546	Check	DILLARD, MARY	9/13/2024	\$	181.02
10839	707547	Check	ENGEL, ROD	9/13/2024	\$	145.00
10834	707548	Check	FRANK, JENNIFER	9/13/2024	\$	160.00
10827	707549	Check	GREAT NORTH PIZZA, INC	9/13/2024	\$	4,829.50
10833	707550	Check	HUT AMERICAN GROUP LLC	9/13/2024	\$	436.66
10844	707551	Check	JACOBSON, JIM	9/13/2024	\$	145.00
10828	707552	Check	JB'S CUSTOM APPAREL	9/13/2024	\$	712.50
10829	707553	Check	LAKER LOCKER	9/13/2024	\$	600.00
10840	707554	Check	MARTINSON, RICK	9/13/2024	\$	145.00
10845	707555	Check	MULCAHY, JAMES	9/13/2024	\$	145.00
10830	707556	Check	RPM ATHLETICS LLC	9/13/2024	\$	3,100.00
10843	707557	Check	SABANOVIC, KEMAL	9/13/2024	\$	231.64
10836	707558	Check	SLACK, DEB	9/13/2024	\$	177.00
10846	707559	Check	STAIGER, SCOTT	9/13/2024	\$	175.00
10837	707560	Check	TAPPE, SHAD	9/13/2024	\$	145.00
10831	707561	Check	VAVE, SAILASA	9/13/2024	\$	75.00
10867	707562	Check	BLOCK, CODY	9/16/2024	\$	160.00
10851	707563	Check	EITER, TERRY	9/16/2024	\$	85.00
10864	707564	Check	FENSKE, BRADY	9/16/2024	\$	85.00
10860	707565	Check	FRANK, JENNIFER	9/16/2024	\$	150.00
10855	707566	Check	HANSEN, PHIL	9/16/2024	\$	85.00
10856	707567	Check	HANSEN, PHIL	9/16/2024	\$	85.00
10852	707568	Check	HOGANSON, MICHAEL	9/16/2024	\$	85.00
10853	707569	Check	KIRCHNER, PHILIP	9/16/2024	\$	85.00
10862	707570	Check	MAHLUM, CHRIS	9/16/2024	\$	85.00
10863	707571	Check	MAHLUM, CHRIS	9/16/2024	\$	85.00
10866	707572	Check	ROY, MORGAN	9/16/2024	\$	85.00
10859	707573	Check	SCOLLEY, MIKE	9/16/2024	\$	85.00
10865	707574	Check	SKARIE, REECE	9/16/2024	\$	85.00
10857	707575	Check	SPECHT, ART	9/16/2024	\$	85.00
10858	707576	Check	SPECHT, ART	9/16/2024	\$	85.00
10854	707577	Check	VAVE, SAILASA	9/16/2024	\$	75.00
10861	707578	Check	WEBER, JUSTIN	9/16/2024	\$	225.30
10874	707579	Check	AANJIBIMAADIZING	9/16/2024	\$	815.00
10984	707685	Check	BURNSIDE, BRADY	9/19/2024	\$	85.00
10993	707686	Check	GAME ONE	9/19/2024	\$	206.30
10982	707687	Check	GRUIS, SAMANTHA	9/19/2024	\$	36.15
10992	707688	Check	HARTZE, STEVEN	9/19/2024	\$	160.00
10991	707689	Check	HOPKINS HIGH SCHOOL	9/19/2024	\$	275.00
10985	707690	Check	HUT AMERICAN GROUP LLC	9/19/2024	\$	102.29
10980	707691	Check	ISD #152	9/19/2024	\$	125.00
10986	707692	Check	KRAMER, DANIEL	9/19/2024	\$	261.89
10981	707693	Check	LAKER LOCKER	9/19/2024	\$	840.00
10987	707694	Check	MONONO, EWUMBUA	9/19/2024	\$	225.30
10990	707695	Check	ROTH, ANTHONY	9/19/2024	\$	233.70
10990	707695	Check	ROTH, ANTHONY	9/24/2024	\$	(233.70)
10988	707696	Check	SALATHE, SAMANTHA	9/19/2024	\$	71.94
10983	707697	Check	VAVE, SAILASA	9/19/2024	\$	75.00
10989	707698	Check	VON PINNON, MATTHEW	9/19/2024	\$	175.00
10989	707698	Check	VON PINNON, MATTHEW	9/24/2024	\$	(175.00)
11033	707699	Check	ALLEN, BOB	9/23/2024	\$	40.00
11039	707700	Check	ALLEN, ONIKA	9/23/2024	\$	40.00

11016	707701	Check	BACHMANN, DARWIN	9/23/2024	\$	85.00
11025	707702	Check	BAER, KARI	9/23/2024	\$	85.00
11004	707703	Check	CAULFIELD STUDIO	9/23/2024	\$	350.00
11019	707704	Check	DILLARD, MARY	9/23/2024	\$	181.02
11005	707705	Check	EITER, TERRY	9/23/2024	\$	85.00
11034	707706	Check	FENSKE, BRADY	9/23/2024	\$	170.00
11035	707707	Check	FENSKE, BRADY	9/23/2024	\$	85.00
11006	707708	Check	GERRELL'S SPORT CENTER	9/23/2024	\$	3,240.00
11024	707709	Check	GULSETH, JAEGER	9/23/2024	\$	85.00
11014	707710	Check	GULSETH, MARK	9/23/2024	\$	85.00
11032	707711	Check	HAMAR, TERRY	9/23/2024	\$	40.00
11023	707712	Check	HAMM, MACKENZIE	9/23/2024	\$	40.00
11022	707713	Check	HAMM, MIKE	9/23/2024	\$	40.00
11007	707714	Check	HEFTA, REED	9/23/2024	\$	310.68
11008	707715	Check	JB'S CUSTOM APPAREL	9/23/2024	\$	1,985.50
11018	707716	Check	KRAMER, DANIEL	9/23/2024	\$	211.89
11026	707717	Check	MAHLUM, CHRIS	9/23/2024	\$	85.00
11027	707718	Check	MAHLUM, CHRIS	9/23/2024	\$	85.00
11038	707719	Check	MARTIN, CLAIRE	9/23/2024	\$	40.00
11037	707720	Check	MARTIN, TIM	9/23/2024	\$	40.00
11021	707721	Check	PETERSON, JEREMY	9/23/2024	\$	40.00
11009	707722	Check	PRO-TUFF DECALS	9/23/2024	\$	757.53
11010	707723	Check	RAMSEY, BRITTON	9/23/2024	\$	14.20
11036	707724	Check	ROTH, ANTHONY	9/23/2024	\$	160.00
11042	707725	Check	ROY, MORGAN	9/23/2024	\$	85.00
11017	707726	Check	SCOLLEY, MIKE	9/23/2024	\$	85.00
11041	707727	Check	SKARIE, REECE	9/23/2024	\$	85.00
11020	707728	Check	SLACK, DEB	9/23/2024	\$	177.00
11028	707729	Check	SPORT SCOPE, INC	9/23/2024	\$	25.00
11043	707730	Check	STAIGER, SCOTT	9/23/2024	\$	146.64
11011	707731	Check	STEVICK BUSINESS SPECIALTIES	9/23/2024	\$	1,105.00
11012	707732	Check	TROPHY HOUSE	9/23/2024	\$	8.60
11015	707733	Check	TUCKER, STEVE	9/23/2024	\$	85.00
11013	707734	Check	VAVE, SAILASA	9/23/2024	\$	75.00
11029	707735	Check	VON PINNON, MATTHEW	9/23/2024	\$	248.70
11031	707736	Check	WHEELING, DARREN	9/23/2024	\$	40.00
11030	707737	Check	WHEELING, NICOLE	9/23/2024	\$	40.00
11040	707738	Check	ZEHNACKER, NANCY	9/23/2024	\$	40.00
11064	707739	Check	BENHAM, RICK	9/26/2024	\$	145.00
11075	707740	Check	BLOCK, CODY	9/26/2024	\$	233.70
11068	707741	Check	BRAUN, JOSEPH	9/26/2024	\$	160.00
11056	707742	Check	BURNSIDE, BRADY	9/26/2024	\$	165.00
11063	707743	Check	CALVIN AND ANNE SCHOW	9/26/2024	\$	1,207.00
11065	707744	Check	COLEMAN, CHRIS	9/26/2024	\$	172.16
11061	707745	Check	ELLINGSON, CHRISTOPHER	9/26/2024	\$	145.00
11059	707746	Check	FRANK, JENNIFER	9/26/2024	\$	170.00
11067	707747	Check	GRAHAM, HUNTER	9/26/2024	\$	145.00
11060	707748	Check	HALL, MICHAEL	9/26/2024	\$	140.00
11071	707749	Check	HANSON, JOSHUA	9/26/2024	\$	160.00
11050	707750	Check	HEFTA, REED	9/26/2024	\$	295.71
11057	707751	Check	HUT AMERICAN GROUP LLC	9/26/2024	\$	234.37
11051	707752	Check	LAKER LOCKER	9/26/2024	\$	1,015.00
11058	707753	Check	LAKEVIEW GREENHOUSES	9/26/2024	\$	171.00
11066	707754	Check	LYNGAAS, TREY	9/26/2024	\$	145.00
11076	707755	Check	MADISON NATIONAL LIFE INSURANCE	9/26/2024	\$	4,717.59
11072	707756	Check	MAUCORT, BERNARD	9/26/2024	\$	236.64
11049	707757	Check	MBCA CLINIC	9/26/2024	\$	620.00
11074	707758	Check	MULCAHY, JAMES	9/26/2024	\$	145.00
11052	707759	Check	PEPSI	9/26/2024	\$	1,097.11
11073	707760	Check	PERKINS, RACHEL	9/26/2024	\$	60.00
11053	707761	Check	PIRATE RADIO PRODUCTIONS	9/26/2024	\$	500.00
11070	707762	Check	SCHORNACK, JENNA	9/26/2024	\$	120.00
11055	707763	Check	STUEWE, LUKE	9/26/2024	\$	80.00
11054	707764	Check	TROPHY HOUSE	9/26/2024	\$	58.50
11069	707765	Check	VON PINNON, MATTHEW	9/26/2024	\$	248.70
11062	707766	Check	ZAVALA, RUBEN	9/26/2024	\$	182.16
11095	707767	Check	AFSCME COUNCIL 65	9/30/2024	\$	278.61

11093	707768	Check	AMERICAN FAMILY LIFE ASSURANCE CO	9/30/2024	\$	165.56
11097	707769	Check	D. L. ATHLETIC FOUNDATION	9/30/2024	\$	115.00
11100	707770	Check	D.L. EDUCATION MINNESOTA (TEACHER)	9/30/2024	\$	19,043.16
11098	707771	Check	D.L. PUBLIC EDUC FOUNDATION	9/30/2024	\$	30.00
11094	707772	Check	MINNESOTA CHILD SUPPORT	9/30/2024	\$	534.90
11101	707773	Check	MN SCHOOL EMPLOYEES ASSOC.	9/30/2024	\$	165.76
11102	707774	Check	ND CHILD SUPPORT DIVISION	9/30/2024	\$	429.50
11103	707775	Check	STEWART, ZLIMEN & JUNGERS, LTD	9/30/2024	\$	-
11099	707776	Check	SUPPORT PAYMENT CLEARINGHOUSE	9/30/2024	\$	335.91
11096	707777	Check	UNITED WAY OF BECKER COUNTY	9/30/2024	\$	203.00
11146	707797	Check	MESSERLI & KRAMER P.A.	9/30/2024	\$	230.37

\$ 1,496,122.86

PERSONNEL AGENDA

October 28, 2024

1) **Resignations:**

- Mallory Fischer– Rossman Laker Kids Assistant, effective September 8, 2024.
Samantha Goodwin– Middle School Admin Assistant, effective November 4, 2024.
Lucian Hesebeck– Rossman Laker Kids Assistant, effective September 9, 2024.
Becky Mallow– Rossman Special Education Para, effective October 10, 2024.
Hannah Okeson– Assistant Gymnastics Coach, effective October 17, 2024.
Stacy Opatz– Lincoln ECFE Para, effective September 23, 2024.
Andrea Sieling– Lincoln Educational Assistant, effective October 25, 2024.

2) **Appointments:**

- Matt Brown– Roosevelt Special Education Para, at the rate of \$17.00 per hour, working 29.75 hours per week, effective October 7, 2024.
Tyler Fode– Middle School Girls Basketball Coach, at the rate of \$2,338.70 per season, effective October 28, 2024.
Lisa Harsch– Rossman Special Education Para, at the rate of \$17.00 per hour, working 37.5 hours per week, effective September 25, 2024.
James Hendrickson– High School Musical Set and Prop Designer, at the rate of \$2,189.70 per season, effective September 3, 2024.
Mike Hoganson– Middle School Girls Basketball Coach, at the rate of \$2,582.90 per season, effective October 28, 2024.
Robin Jordan– Rossman Special Education Para, at the rate of \$17.85 per hour, working 37.5 hours per week, effective October 10, 2024.
Angella Kukowski– High School Work Based Learning Para, at the rate of \$17.85 per hour, working 37.5 hours per week, effective September 30, 2024.
Derrick Leon– ABE Para at Pelican Rapids, at the rate of \$17.00 per hour, working 6 hours per week, effective October 23, 2024.
Lily Linden– Rossman Laker Kids Assistant, at the rate of \$16.90 per hour, working 12.5 hours per week, effective September 30, 2024.
Roberta Lotvola– Rossman Administrative Assistant II, at the rate of \$17.94 per hour, working 1641 hours per year, effective October 28, 2024.
Angelina Pederson– Rossman Laker Kids Assistant, at the rate of \$16.90 per hour, working 12.5 hours per week, effective September 30, 2024.
Alvin Quinones– Middle School Custodian, at the rate of \$19.90 per hour plus \$1.00 per hour differential rate, working 2080 hours per year, effective October 28, 2024.
Irene Skaaland– Roosevelt Long Term Substitute, the rate of pay is per substitute teacher pay policy, effective December 9, 2024.

3) **Amended Assignment:**

- Leslie De Nio– Laker Transitions PAES Lab Assistant is amending her assignment from 37.5 hours per week to 29.75 hours per week, effective October 1, 2024.
Reggie Gross– is amending his assignment from Custodian to Level IV Driver, effective October 28, 2024.
LaCarra Larson– Administrative Assistant II is amending her assignment from Rossman to High School, effective November 11, 2024.

4) **Leave of Absence:**

Kelly Bristlin– Roosevelt Para is requesting a leave of absence from December 20, 2024 through May 22, 2025.

Amber Colby– Rossman Special Education Teacher is requesting a leave of absence from February 23, 2025 through April 20, 2025.

Shelly Kepler– District Office Custodian is requesting a leave of absence from August 26, 2024 through November 4, 2024.

Jordan Sawicki– E-Laker Online Teacher is requesting a leave of absence from January 30, 2025 through March 27, 2025.

Antonino Tarara– Middle School Teacher is requesting a leave of absence from November 25, 2024 through January 20, 2025.

Kayla Thorp– Rossman Special Education Teacher is requesting a leave of absence from March 27, 2025 through May 23, 2025.

Abigail Voz– Rossman Para is requesting a leave of absence from January 3, 2025 through March 3, 2025.

DATE: October 21, 2024

TO: Mark Jenson, Superintendent and Board of Education

FROM: Jason Kuehn, Director of Finance and Operations

SUBJECT: **Robotics Lease Agreement with MSTATE (2024-25 School Year)**

The Detroit Lakes High School Robotics program currently operates its program at Detroit Lakes High School in a shared space. To effectively run and expand the program, they are looking to access space at MSTATE beginning January 1, 2025 through the end of the school year. MSTATE has a classroom and shop area that would allow the Robotics program to operate more efficiently during the competition season. The lease cost for the 2024-25 school year would be \$5,782.50, with the lease costs shared proportionately between the Robotics program and the District similar to other school activities that lease space for their programs.

Administration recommends approval of these agreements.

cc: Rob Nielsen
Christin Mohr



**Minnesota
STATE COLLEGES
& UNIVERSITIES**

FACILITIES USE, SERVICES AND REIMBURSEMENT AGREEMENT

THIS FACILITIES USE, SERVICES, AND REIMBURSEMENT AGREEMENT is made by and between the **STATE OF MINNESOTA, BY AND THROUGH THE BOARD OF TRUSTEES OF MINNESOTA STATE COLLEGES AND UNIVERSITIES, ON BEHALF OF MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE – DETROIT LAKES CAMPUS**, located at 900 Highway 34 East, Detroit Lakes MN 56501, hereinafter referred to as **COLLEGE**, and **DETROIT LAKES PUBLIC SCHOOLS – DISTRICT NO. 22**, a school district under the laws of Minnesota, located at 702 Lake Avenue Detroit Lakes MN 56501, hereinafter referred to as **DISTRICT**, to provide office and classroom space on **COLLEGE**'s campus for high school operations.

RECITALS

WHEREAS, the Board of Trustees of Minnesota State Colleges and Universities is empowered by Minn. Stat. §136F.06, to govern Board-related property, and

WHEREAS, **COLLEGE** has under its control **MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE – DETROIT LAKES CAMPUS** located at 900 Highway 34 East, Detroit Lakes MN 56501 , and has space in that building, and

WHEREAS, **COLLEGE** and **DISTRICT** have explored the use of **MNSCU**'s college campus to allow for location of certain high school operations, and

WHEREAS, **COLLEGE** and **DISTRICT** wish to enter into this Agreement governing the use of **COLLEGE** facilities by the **DISTRICT**, and

NOW THEREFORE, the parties agree as follows:

AGREEMENT

1. **PERMITTED USE.** **COLLEGE** agrees to allow **DISTRICT** the exclusive use of the facilities, including offices and classrooms, identified for high school robotics program operations as G104. This space contains 3,082 square feet.
2. **ADDITIONAL USE.** If the need arises, the **DISTRICT** may request the use of additional rooms or offices from time to time in writing to the **COLLEGE**. The **COLLEGE** agrees that, in its sole discretion, after meeting its responsibilities to students, faculty, administrative employees and other staff members, volunteers

and agents, it will allow the DISTRICT to make the additional use of its facilities as needed. All Additional Space use shall be subject to the terms of this Agreement, which shall be amended accordingly prior to use of Additional Space. DISTRICT acknowledges and agrees that this Agreement is not intended to and does not create a landlord-tenant relationship between the parties. DISTRICT is granted only a permit to occupy and use the Additional Space for the purpose identified above during the times available. It is specifically understood that the permission to use the Additional Space and the period of use are not exclusive to DISTRICT, and COLLEGE shall continue to operate its facilities for college classes. COLLEGE reserves the right to enter and use the Space at all reasonable times for purposes of inspecting the same or for such other purposes as may be required by COLLEGE.

3. **TERM.** This agreement shall be effective upon the date the final signature is obtained by the COLLEGE. This agreement shall commence on January 1, 2025 and shall remain in effect until May 31, 2025, unless otherwise terminated earlier in accordance with Paragraph 30, Termination.

4. **SPACE IMPROVEMENTS AND EQUIPMENT.**

Improvements, if any, requested by DISTRICT during the Term of this agreement shall be submitted to COLLEGE for approval, shall be at DISTRICT’s sole cost and expense unless otherwise agreed to by the Parties, and shall be set forth in writing as an amendment to this agreement prior to construction of Additional Improvements. All Improvements shall be made by COLLEGE in compliance with all applicable building codes, laws, rules, regulations, and MnSCU design and construction standards.

5. **FACILITY FEE AND COST REIMBURSEMENTS.** DISTRICT agrees to pay to COLLEGE, a Facility Use fee in the amount of \$ 5,782.50 for the term of the lease (\$4.50 per square foot). Payments will be made January 15 and April 15, as set forth in the table below:

Period	Fee Amount	Total due over Term
01/01/2025 – 03/15/2025	\$ 2,891.25	
03/16/2025 – 05/31/2025	\$ 2,891.25	
Total		\$ 5,782.50

6. **CONTRACT ADMINISTRATION.**

DISTRICT’s authorized agent:

Jason Kuehn
 Director of Finance and Operations
 DETROIT LAKES PUBLIC SCHOOLS – DISTRICT NO. 22

702 Lake Avenue, Detroit Lakes 56501
Telephone - 218-847-9271
Fax - 218-847-9273
email: jkuehn@detlakes.k12.mn.us

COLLEGE's authorized agent:

Pat Nordick
Vice President of Finance and Facilities
MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE –
DETROIT LAKES CAMPUS
900 Highway 34 East, Detroit Lakes MN 56501
Telephone - 218.347.6209
Fax - 218-347-6210
email: Pat.Nordick@minnesota.edu

7. **COLLEGE DUTIES.** COLLEGE will provide:
 - a. Sufficient electrical power for lights, computers, printer, fax machines, radios and other electrical equipment.
 - b. Sufficient heat or cooling, consistent with normal usage of the space.
 - c. All maintenance and general cleaning of the Space.

8. **DISTRICT'S DUTIES.**
 - a. The DISTRICT agrees that it shall exercise reasonable care in the conduct of its activities in such facilities.
 - b. DISTRICT shall pay the facility fees and charges as established under this agreement.
 - c. DISTRICT shall replace or reimburse COLLEGE for any College equipment and College supplies that the DISTRICT may use in operating pursuant to this agreement.
 - d. The DISTRICT agrees to reimburse COLLEGE for personnel costs the COLLEGE incurs while providing agreed upon assistance for services other than maintenance and general cleaning pursuant to this agreement, including salaries and overtime.
 - e. Where feasible, DISTRICT shall give COLLEGE reasonable notice of the need for additional space.
 - f. The DISTRICT shall cooperate with COLLEGE in administering such rules, policies and regulations as outlined in this Agreement or as otherwise applicable.
 - g. DISTRICT Operations Management. The DISTRICT shall designate an employee as the DISTRICT's operations manager, responsible for the day-to-day operations. This person will represent DISTRICT in coordinating with the COLLEGE regarding any security, parking, or other needs that

require the COLLEGE's assistance. The DISTRICT shall also designate an employee to be the designated DISTRICT contact in event of injury or emergency.

- h. DISTRICT is responsible for care and supervision of DISTRICT students and staff.
9. **PARKING.** DISTRICT and its students shall be allowed to use the college parking lot as part of this lease. Snow removal will not be performed on the weekends by the college.
10. **SIGNAGE.** The DISTRICT may place temporary exterior signage that identifies the high school operation location within the COLLEGE, subject to approval by COLLEGE as to signage placement. Any requests for permanent or temporary signage, wall hangings, banners, displays, postings, display cases, or bulletin boards must be reviewed by the COLLEGE, and approved by the COLLEGE's authorized representative. All signage shall be in accordance with the COLLEGE's policies relating to signage.
11. **MAINTENANCE OF SPACE.** DISTRICT agrees to maintain the Space in a reasonably clean and sanitary condition. After DISTRICT has completed its use and occupancy of the Space, COLLEGE will inspect the Space for damaged, missing or destroyed items, including fixtures, equipment and machinery. With respect to such damaged, missing or destroyed items, COLLEGE shall have the right, in its sole discretion, to repair, restore, or replace such items at its own cost, and submit an invoice for the same to DISTRICT, which DISTRICT agrees to pay within thirty (30) days thereafter.
12. **END OF TERM; DELIVERY OF SPACE.** DISTRICT covenants that at the termination of this Agreement by lapse of time or otherwise, it shall remove its personal property and vacate and surrender possession of the Space to COLLEGE in as good condition as when DISTRICT took possession, ordinary wear and damage by the elements excepted. Any equipment or furniture paid for by DISTRICT shall remain the property of DISTRICT. DISTRICT shall have the right to remove the above equipment or fixtures at the expiration or termination of the Agreement or any extension.
13. **RULES AND REGULATIONS.** DISTRICT agrees to honor and abide by all federal and state laws, MnSCU Board Policies and procedures, rules and regulations set forth by COLLEGE during its occupancy of the Space, including complying with designated smoking areas related to the District's use of the Space for high school operations under this agreement. This agreement shall include, but not be limited to the following MnSCU Board policies and procedures:
 - a. Possession or Carry of Firearms (MnSCU Board Policy 5.21)
 - b. Use of tobacco products within the COLLEGE facilities is prohibited.
 - c. Acceptable Use of Computers and Information Technology Resources (MnSCU Board Policy 5.22)
 - d. Security and Privacy of Information Resources (MnSCU Board Policy 5.23)
 - e. Compliance with Emergency Operations Plan
 - f. Hazardous Materials. DISTRICT will not store hazardous materials onsite. DISTRICT will consult with the COLLEGE and follow COLLEGE's

hazardous materials guidelines for such use in DISTRICT classroom purposes, and for any other onsite chemical or hazardous material use, whatsoever.

14. **HOURS OF OPERATION AND ACCESS.** In recognition of the fact that the DISTRICT and the COLLEGE each have their own academic calendar, schedule of holidays, professional development activities, course schedules, and hours of operation, the parties shall work cooperatively in providing full access and full functionality to both parties operations. The DISTRICT will have access to the building from 7:00AM until 9:00PM Monday through Thursday and 7:00AM to 7:00PM on Friday. Other days of the week and or times requested shall be submitted to the COLLEGE's authorized agent and will be dealt with on an individual basis.
15. **KEYS AND ACCESS.** Keys and/or electronic access cards will be issued, recorded, and collected according to the COLLEGE's business standards and procedures (i.e., for issuing, use, and collection of keys or access cards). DISTRICT shall allow access to the Space by COLLEGE or its authorized representatives at any reasonable time during the life of this Agreement for the purpose of operation, maintenance, inspection, display and repairs of the Space, upon prior notification to DISTRICT, (or without such notice in case of an emergency).
16. **TECHNOLOGY.** Technology needs will be provided and supported by the DISTRICT. Any technology related improvements that are planned during the Agreement will be coordinated with the College IT department.
17. **CLOSINGS AND EMERGENCY MANAGEMENT.** The DISTRICT agrees that the MnSCU Board Policies 1.A.10 Long-Term Emergency Management and 4.4 Weather/Short-term Emergency Closings shall apply and govern this Agreement. Additionally, DISTRICT agrees to abide by the COLLEGE's Emergency Operations Plan which shall be provided to DISTRICT.
18. **NO AFFILIATION.** The DISTRICT shall not use or make use of COLLEGE's name, insignia, logo, picture or any other material that might create the impression of association, affiliation, partnership, or any joint venture, without the prior written permission of COLLEGE. The DISTRICT may use the name of the COLLEGE in its publicity of an event location as long as such use is not misleading.
19. **DISPUTE RESOLUTION METHODS.** The DISTRICT and COLLEGE shall maintain regular communications between the parties to address operational issues not otherwise contemplated or addressed in this Agreement. Where disputes arise regarding student conduct, the COLLEGE and DISTRICT, each to their own, shall each take appropriate action consistent with their applicable Codes of Conduct. Notwithstanding the foregoing, in instances where conduct or behavior poses an immediate threat to the health, safety or welfare of the student or others in, on or around campus, the COLLEGE may take immediate action to address the threat.
20. **LICENSEE'S INSURANCE.** Prior to DISTRICT's occupancy of the Space, DISTRICT shall provide COLLEGE with a certificate of general liability and property damage insurance naming COLLEGE as an additional insured and

reflecting coverage consistent with the requirements contained in **Exhibit A** attached and incorporated herein. DISTRICT shall maintain appropriate insurance coverage at its sole expense during its use of the Space, and the DISTRICT shall have an ongoing obligation to provide evidence of coverage that meets the state's tort liability threshold, as may be amended from time to time.

21. **HOLD HARMLESS AND INDEMNITY.** DISTRICT shall indemnify and hold COLLEGE harmless for any suits, actions or claims, whether formal or informal, direct or indirect, for injury, death, property damage or loss, including loss as a result of theft or misappropriation, made by or on behalf of any person or persons, firm or corporation arising out of or relating to the conduct, management or use of the Space by DISTRICT or arising out of any work or thing done in or about the Space or structures or equipment in the Space when such has been authorized by DISTRICT, except as such injury, death or property damage or loss is attributable solely to COLLEGE's negligence as determined by a court of law. DISTRICT hereby assumes all responsibility for security throughout its occupancy and use of the Space. The DISTRICT's obligation to indemnify COLLEGE under this clause shall be limited in accordance with statutory tort liability limitations as set forth in Minnesota Statute 466.04 to limit the DISTRICT's total liability for all claims arising from a single occurrence, including COLLEGE's claim for indemnification, to the limits prescribed under section 466.04
22. **MINNESOTA DATA PRACTICES ACT.** DISTRICT and COLLEGE each agree to comply with the terms of the Minnesota Data Practices Act, Minnesota Statutes, Chapter 13, in handling all data related to this Agreement.
23. **AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE.** DISTRICT agrees that in occupying the Space, it is responsible for complying with the Americans with Disabilities Act, 42 U. S. C. section 12101, et seq., and any regulations promulgated pursuant to the Act, provided that DISTRICT shall not be responsible for making any alterations or improvements to the Space pursuant to its compliance obligations under this Agreement. COLLEGE IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.
24. **AUDIT.** The books, records, documents, and accounting practices and procedures of DISTRICT relevant to this agreement shall be subject to examination by COLLEGE, the Minnesota Department of Administration, and either the Minnesota Legislative Auditor or State Auditor.
25. **NO ASSIGNMENT; AMENDMENTS.** DISTRICT shall neither assign nor transfer any rights or obligations under this agreement without the prior written consent of COLLEGE. All amendments to this agreement shall be in writing and executed by a duly authorized representative of each party.
26. **JURISDICTION AND VENUE.** This contract, and amendments and supplements thereto, shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this contract, or breach thereof, shall be in the state or federal court with competent jurisdiction in Ramsey County, Minnesota.

27. **TERMINATION.** This agreement may be terminated by either party at any time, for any reason, upon one hundred twenty (120) days written notice to the other party.

IN WITNESS WHEREOF, the parties have caused this instrument to be executed as of the date and year first above written.

DISTRICT: DETROIT LAKES PUBLIC SCHOOLS - DISTRICT NO. 22

DISTRICT certifies that the appropriate person(s) have executed the contract on behalf of DISTRICT as required by applicable articles, by-laws, resolutions, or ordinances.

By: _____

Its: _____

Date: _____

By: _____

Its: _____

Date: _____

MNSCU: STATE OF MINNESOTA, BY AND THROUGH THE BOARD OF TRUSTEES OF MINNESOTA STATE COLLEGES AND UNIVERSITIES, ON BEHALF OF MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE — DETROIT LAKES

By: _____

Pat Nordick

Its: Vice President of Finance and Facilities

Date: _____

**EXHIBIT A
GENERAL INSURANCE REQUIREMENTS**

The DISTRICT shall not commence work in, or occupy, the Space under this Agreement until COLLEGE has obtained all the insurance described below and the State of Minnesota has approved such insurance. All policies shall remain in force and effect throughout the term of the Agreement.

POLICY REQUIREMENTS

1. Workers' Compensation Insurance

- A. Statutory Compensation Coverage
- B. Coverage B – Employers Liability with limits of not less than:
 - \$100,000 Bodily Injury by Disease per Employee
 - \$500,000 Bodily Injury by Disease Aggregate
 - \$100,000 Bodily Injury by Accident

2. General Liability Insurance

- A. Minimum Limits of Liability:
 - \$2,000,000 – Per Occurrence
 - \$2,000,000 – Annual Aggregate
 - \$2,000,000 – Annual Aggregate applying to Products/Completed Operations
- B. Coverages:
 - Premises and Operations Bodily Injury and Property Damage
 - Personal & Advertising Injury
 - Blanket Contractual
 - Products and Completed Operations
 - Other; if applicable, please list _____
 - State of Minnesota or Minnesota State Colleges and Universities named as Additional Insured

Additional Insurance Conditions

- DISTRICT's policy(ies) shall be primary insurance to any other valid and collectible insurance available to the State of Minnesota with respect to any claim arising out of the DISTRICT's performance under this Agreement.
- DISTRICT agrees to notify the State of Minnesota within five (5) business days with a copy of the cancellation notice, unless DISTRICT's policy(ies) contain a provision that coverage afforded under the policy(ies) will not be cancelled without at least thirty (30) days advance written notice to the State of Minnesota
- DISTRICT is responsible for payment of Agreement related insurance premiums and deductibles.
- If DISTRICT is self-insured, a Certification of Self-Insurance must be attached.
- DISTRICT's policy(ies) shall include legal defense fees in addition to the liability policy limits.
- DISTRICT shall obtain insurance policy(ies) from insurance company(ies) having an "AM Best" rating of A- (minus), Financial Size Category of VII or better, and authorized to do business in the State of Minnesota.

- An Umbrella or Excess Liability insurance policy may be used to supplement the DISTRICT's policy limits to satisfy the full policy limits required by the Agreement.

Date Adopted: 03/10/97	File Number: Detroit Lakes Policy - 101
Date Revised: 02/09/04; 01/10/05; 1/01/2014; 1/11/2021; <u>11/25/24</u>	

101 - LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

A primary principle of this nation that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.

B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.

C. The school district has only the powers conferred on it by the legislature; however, the school board's authority to govern, manage and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

A. The school district is a separate legal entity.

B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.

C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

A. Funds

1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools, and authority to manage and expend such funds, subject to applicable law.
2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.
3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
2. The school district may issue bonds in accordance with the provisions of ~~Minnesota- Statutes- chapter~~Ch. 475, or other applicable law.
3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.
2. The school district shall manage its property in a manner consistent with the educational functions of the district.
3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.
4. School district officials hold school property as trustees for the use and benefit of students, taxpayers and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to ~~Minnesota- Statutes- section~~§ 465.71 or other applicable law.

3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.

4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.

2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

Legal References: Minn. Const. art. 13, § 1

Minn. Stat. Ch. 123B (School Districts, Powers and Duties)

Minn. Stat. Ch. 179A (Public Employment Labor Relations)

Minn. Stat. § 465.035 (Public Corporation, Conveyance or Lease of Land)

Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.64 (Rights, Powers,

Duties; ~~Municipalities of Political Subdivisions~~)

Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)

Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)

Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)

Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)

State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of School Board)

MSBA/MASA Model Policy 603 (Curriculum Development)

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)

MSBA/MASA Model Policy 705 (Investments)

MSBA/MASA Model Policy 706 (Acceptance of Gifts)

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

MSBA Service Manual, Chapter 3, Employee Negotiations

MSBA Service Manual, Chapter 13, School Law Bulletin “F” (Contract and Bidding Procedures)

Date Adopted: 03/10/97	File Number: Detroit Lakes Policy - 101.1
Date Revised: 01/01/2014 (<i>No Change</i>)	

101.1 NAME OF THE SCHOOL DISTRICT

I. PURPOSE

The purpose of this policy is to clarify the name of the school district.

II. GENERAL STATEMENT OF POLICY

Pursuant to statute, the official name of the school district is Independent School District No. 22. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the school board intends to establish a uniform name for the school district.

III. UNIFORM NAME

- A. The name of the school district shall be Detroit Lakes Public Schools.
- B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.
- C. In official communications and on school district ballots, the school district shall be referred to as Independent School District No. 22 (Detroit Lakes Public Schools), but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

Legal References: Minn. Stat. §123A.55 (Classes, Number)

Cross References:

Date Adopted: 03/10/97	File Number: Detroit Lakes Policy -102
Date Revised: 07/10/2013; 04/14/2014; 02/13/2017; 8/13/2018; 1/11/2021, 09/25/23, <u>11/25/24</u>	

102 - EQUAL EDUCATIONAL OPPORTUNITY

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

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not ~~unlawfully~~ discriminate on the basis of one or more of the following: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for disabled students.

[Note: Part of the definition of “sexual orientation” within the Minnesota Human Rights Act (MHRA) is “having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness,” which is how gender identity and expression gain protection under the MHRA. Minn. Stat. § 363A.03, Subd. 44.]

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district’s policy on harassment and violence and the school district’s procedures for addressing such complaints, refer to the school district’s policy on harassment and violence.

C. The School District prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district’s corresponding procedures for addressing disability discrimination complaints, refer to the school district’s policy on student disability nondiscrimination (policy 504).

- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to the Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex non discrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provisions of equipment and supplies; scheduling of games and practice times; assignment of coaches; provisions of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex
- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy conscientiously.
- H. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)

42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)

Cross Reference: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

Date Adopted: 03/10/97	File Number: Detroit Lakes Policy - 103
Date Revised: 05/15/06; 04/14/2014; 1/11/2021; <u>11/25/24</u>	

103 - COMPLAINTS - STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.

B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for ~~the~~ investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.

C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of ~~Minnesota Statutes Chapter~~ 13 (Minnesota Government Data Practices Act) or other law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: MSBA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Privacy Considerations)
MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA Model Policy 413 (Harassment and Violence)
MSBA Model Policy 514 (Bullying Prohibition)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records-Privacy-Access to Data)

Date Adopted: 1988	File Number: Detroit Lakes Policy - 104
Date Revised: 08/12/02, 08/10/2009; 01/01/2014 (<i>No Change</i>), <u>11/25/24</u>	

104 – SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive partnership by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

The mission of the Detroit Lakes Public Schools is to fill all of our sails with laker PRIDE (Purpose Relationships Innovation Development Equity) nurture and develop the full potential of all learners in an environment where lifelong learning is valued, educational excellence is expected and improvement is continuous.

IV. REVIEW

The school board will review the school district’s mission every two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

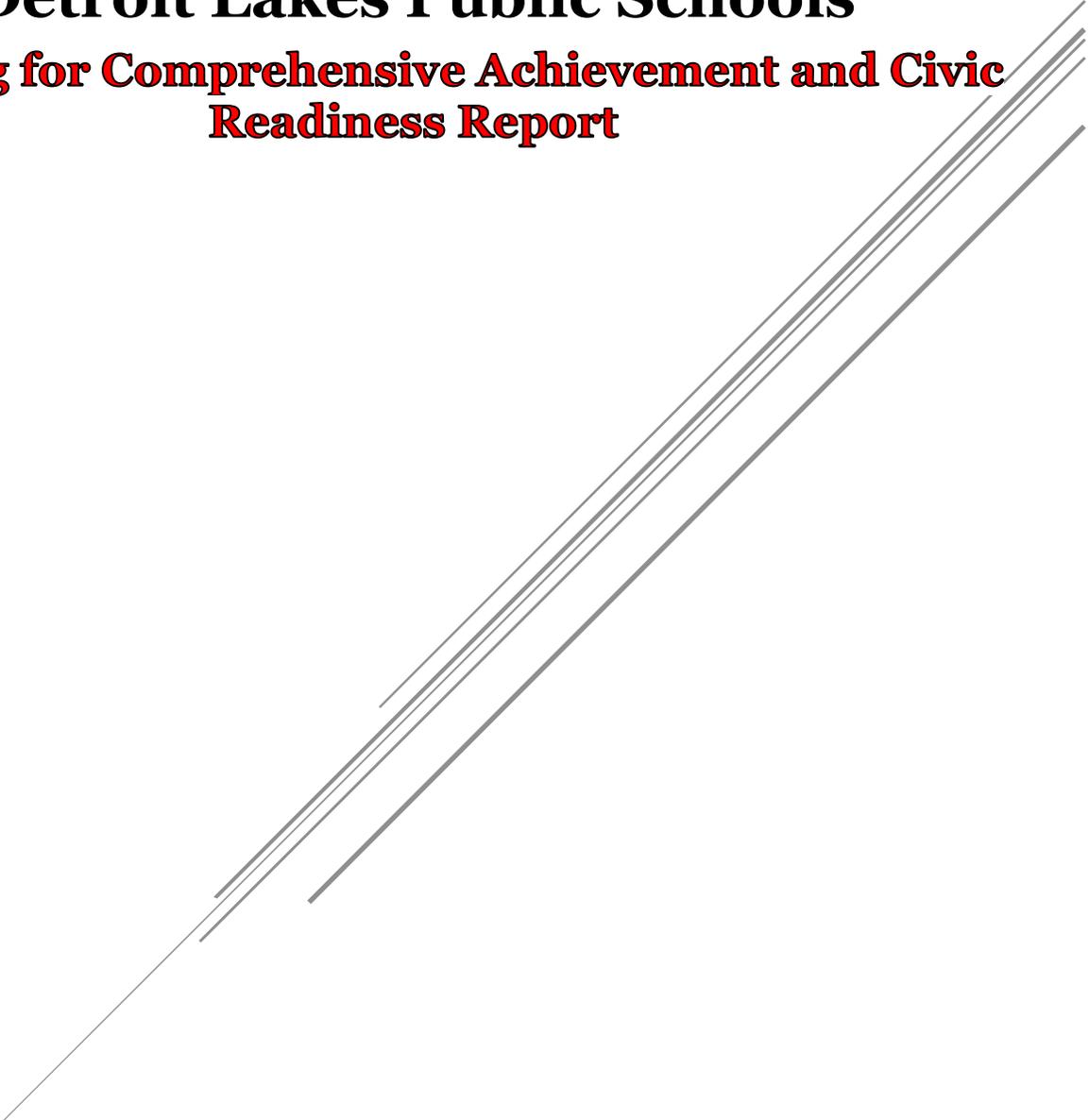
Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)

Minn. Rule Parts 3501.0010 to 3501.0180

Minn. Rule Parts 3501.0200-3501.0270

Cross Reference:

Detroit Lakes Public Schools
**Striving for Comprehensive Achievement and Civic
Readiness Report**



2024-2025

Striving for Comprehensive Achievement and Civic Readiness Report

The *Striving for Comprehensive Achievement and Civic Readiness 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 Striving for Comprehensive Achievement and Civic Readiness. 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 address the following priorities to achieve *Comprehensive Achievement and Civic Readiness*.

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

Detroit Lakes Public Schools' *Striving for Comprehensive Achievement and Civic Readiness Plan* for 2024-2025 can be found on our website in our [Teaching and Learning Department](#) page.

District and School Site Plans

The Detroit Lakes Public School District will implement a continuous, collaborative improvement process that integrates district and school site goals. Annually, the School Board approves goals that drive this process, aligning student achievement targets with building resources, staff development, and supporting programs. Based on a review of student achievement data, each school will set at least two goals with corresponding action plans for implementation in the next school year.

Detroit Lakes Public School District Strategic Goals

Community stakeholders have updated the Detroit Lakes School District's long-term plan through a strategic planning process. This process previously established the District's mission and belief statements, which are outlined below. Building-level goals are developed in alignment with district goals and informed by school site performance data.



For additional achievement data summary and additional information about each school and our district, refer to 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



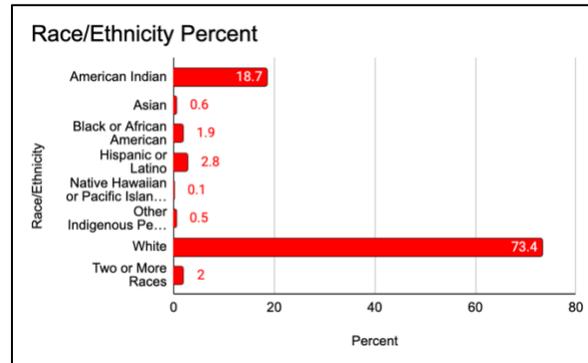
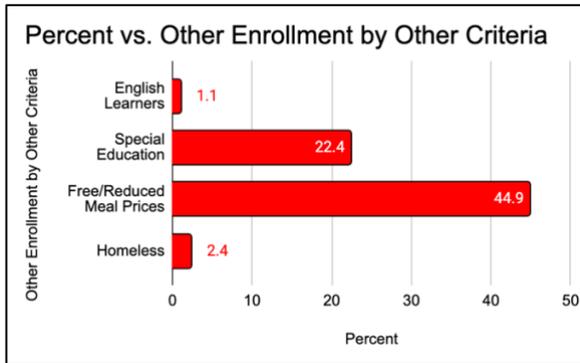
Equity

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

Detroit Lakes Public School Student Population



Assessing and Evaluating Student Progress

The District and each school will assess and evaluate students' progress toward academic standards and college and career readiness. Detroit Lakes Public Schools use assessments to guide instructional decisions and ensure continuous improvement. The [District Assessment Calendar](#) is available on our website.

Assessment Definitions:

Standardized assessments: Evaluate the effectiveness of the district's curriculum in meeting local, state, and national standards.

Classroom/student assessments: Provide teachers with data to inform instructional decisions for both the classroom and individual students.

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.
- Voluntary PreK (VPK) will use the Measuring Impact Plan outlined by the Department of Children, Youth and Families (DCYF). The data includes student data entered into the Minnesota Automated Reporting Student System (MARSS), Kindergarten Entry Profile (KEP) assessment data, and the annual Program survey.

Local Literacy Plan

- The [Local Literacy Plan](#) includes a range of assessments grounded in the Science of Reading. These assessments help determine if students are reading at grade level and provide tools to identify students who may exhibit characteristics of dyslexia.



ASSESSMENTS

Classroom Assessments -- All grade levels

- Formative – provides ongoing feedback during the learning process to improve instruction and student understanding.
- Summative – evaluates student learning at the end of an instructional period by comparing it against a standards or benchmark.

Access for English Language Learners (ELL)

- K-12

Minnesota Comprehensive Assessments (MCAs)

- Reading: 3-8, 10
- Math: 3-8, 11
- Science: 5,8, HS

Assessments from Renaissance Learning

- STAR K-8, HS -- Reading & Math
- Fastbridge reading screeners for K-3

EXPLORE

- College and Career Readiness Inventory

ACT Or other College and Career Readiness Assessment (offered)

- Grade 11

YouScience

- Grades 9-12

Oral Reading Fluency Screeners

- All ages for students showing below grade level proficiency in reading

Ready for Kindergarten

Goal 1: Improve kindergarten proficiency on earlyReading Fastbridge assessment from 56% considered low risk in Fall 2024 to 58% being low risk in Fall 2025.

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. Early Childhood Family Education provides an opportunity to begin early partnerships with families in the goal to provide their child with the best education as well as be a resource for families.

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.

Transition to Kindergarten:

The transition to kindergarten is a critical time for children and their families, each with unique experiences. The Minnesota Department of Education (MDE) has developed some tools to support this transition. Those tools and other helpful information about the transition to kindergarten can be found at [MDE Kindergarten Transitions](#).

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 (e. 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 and/or <https://helpmeconnect.web.health.state.mn.us/HelpMeConnect>

Revised 2/2023

Early Admission Policy

[Policy 630](#), details early admission. Entrants must be five years of age on or before September 1. Exceptions are outlined in the policy.

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.

Prepare Students to Be Lifelong Learners

Goal 2: Detroit Lakes Public Schools will successfully implement each phase of the READ Act as measured by the data submitted in the Local Literacy Plan with the goal of successfully training 100% of teachers who are expected to be trained. This is measured by the passing of the training with 80% proficiency.

Proficient reading is essential for lifelong learning as it equips individuals with the ability to access, comprehend, and analyze information across diverse subjects. Research shows that strong reading skills enhance critical thinking, problem-solving, and the ability to adapt to new knowledge. Reading also improves vocabulary and comprehension, which are vital for success in both academic and professional settings. Ultimately, a solid reading foundation fosters curiosity and continuous growth, key traits of lifelong learners.

In addition, another indicator will be DLHS student will complete [a DLHS Scorecard](#) in accordance with requirements from the state, which will serve as evidence of preparation for lifelong learning.

Local Literacy Plan

The Detroit Lakes School District has a Local Literacy 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. This plan is linked on our website under our [Teaching and Learning page](#). Through full implementation of the READ Act, all students will be able to proficiently read.

Multi-Tiered Systems of Support (MTSS)

The Multi-Tiered Systems of Support, (MTSS) process strengthens instruction for all students while addressing 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. 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.

TIER 1: UNIVERSAL INSTRUCTION

Universal instruction (Tier 1) is provided to all students and includes both academic and social-emotional learning.

- Core instruction for all students.
- Standards-aligned curriculum and evidence-based strategies.
- Effective for 80% or more of students.

TIER 2: SUPPLEMENTAL INSTRUCTION

Tier 2 provides additional support for students not making progress in Tier 1. It aims to remediate skill deficits and prevent further gaps.

- For students not progressing in Tier 1.
- Targeted, validated interventions.
- Frequent progress monitored.
- Supports about 15%-20% of students.

TIER 3: INDIVIDUALIZED & INTENSIVE INSTRUCTION

Tier 3 offers individualized, intensive support for students with significant, persistent deficits.

- For students not progressing in Tier 2.
- Highly targeted, explicit instruction by trained staff.
- Frequent progress monitored.
- Supports about 5%-10% of students, including those receiving special education services.



Gifted and Talented Education Programming

Eligibility for the Gifted and Talented program is based on multiple factors, including assessment data (STAR, MCA) and teacher feedback. Parent input, as well as input from extracurricular advisors, is also considered. Our teachers consistently use formative assessments to tailor instruction to meet the unique needs of all learners. For more details, contact your child's school administrator regarding your child's needs.



STEAM and Enrichment Opportunities

Both elementary schools offer a STEAM teacher, ensuring all students have access to enrichment programs focused on science, technology, engineering, art, and math (STEAM). These programs also include opportunities for additional enrichment interventions. As students advance to higher grade levels, they are encouraged to participate in a range of gifted and talented activities such as Math Masters, Math Competitions, Knowledge Bowl, and Robotics. In addition, students can explore leadership opportunities, clubs, and various extracurricular activities, helping them to develop and refine their skills and interests.

Professional Development and Support for Gifted Education

Detroit Lakes Public Schools emphasize professional development for teachers, focusing on research-based strategies that enhance the education of gifted and talented students. This includes methods for differentiation in the classroom and the application of best practices and procedures. Academic acceleration for gifted and talented students is determined at the individual school level. Parents are encouraged to communicate with their child's teacher or principal to discuss their child's specific needs and ensure they receive the appropriate services.

All Racial and Economic Gaps Between Students are Closed

Goal 3: In the 2024-25 school year, we will reduce the reading achievement gap by 2% for all racial and economic student groups, as measured by state standardized assessments, compared to their 2023-2024 proficiency results.

This goal will be achieved by increasing proficiency among student groups currently performing below the overall school average. Detroit Lakes Public Schools will employ district-wide strategies such as strengthening intervention systems, providing high-quality core instruction, and implementing the Multi-Tiered System of Supports (MTSS). Additionally, we will enhance family engagement and foster strong partnerships between families and schools in supporting their children's education. Below are specific programs and plans currently in place to support these efforts.

- 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, high quality instructional materials
- Social Emotional Learning including cultural components
- Cultural Competency training



At our middle school and 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, we utilize 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.

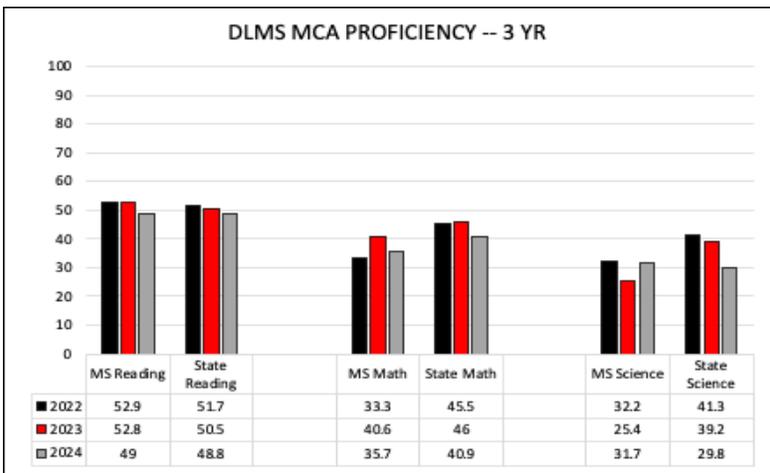
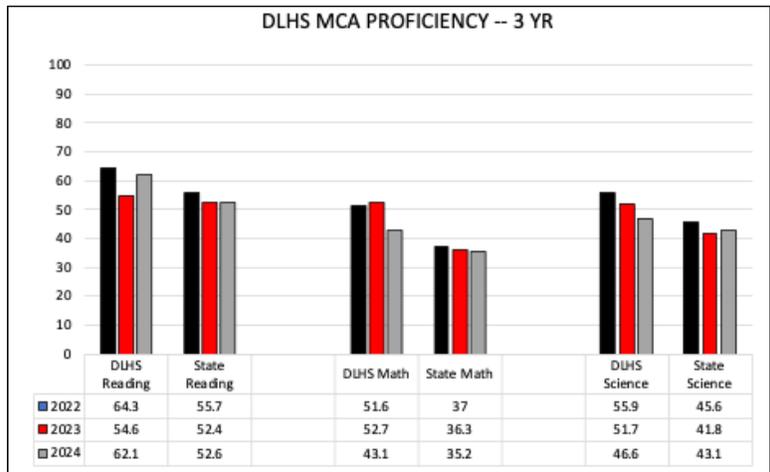
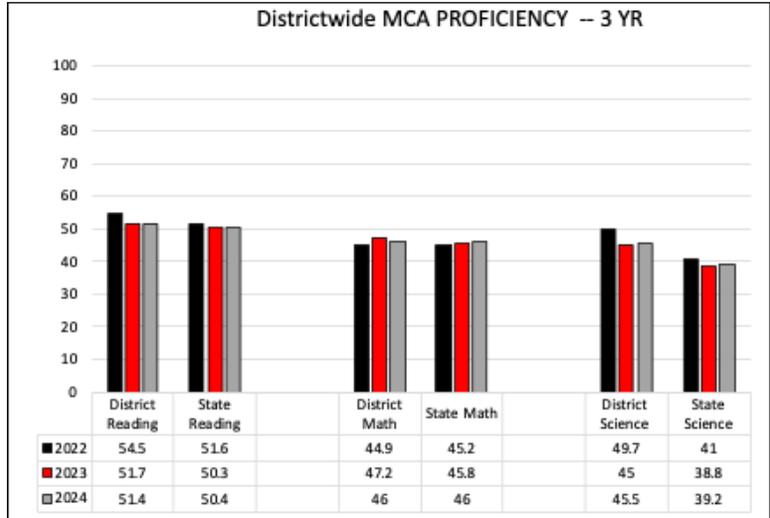


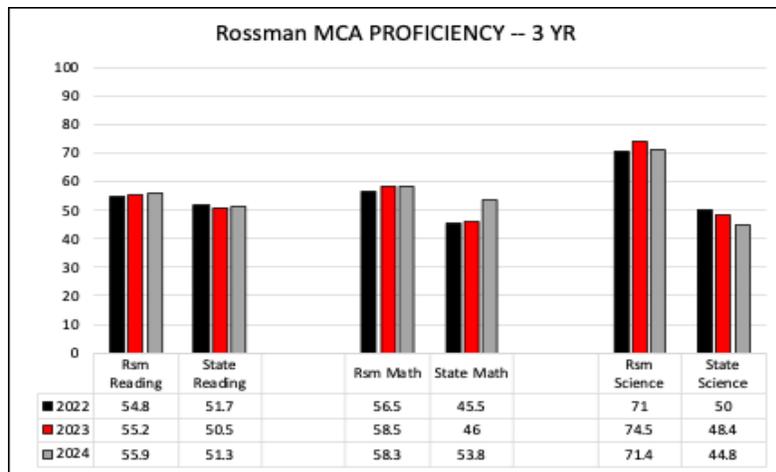
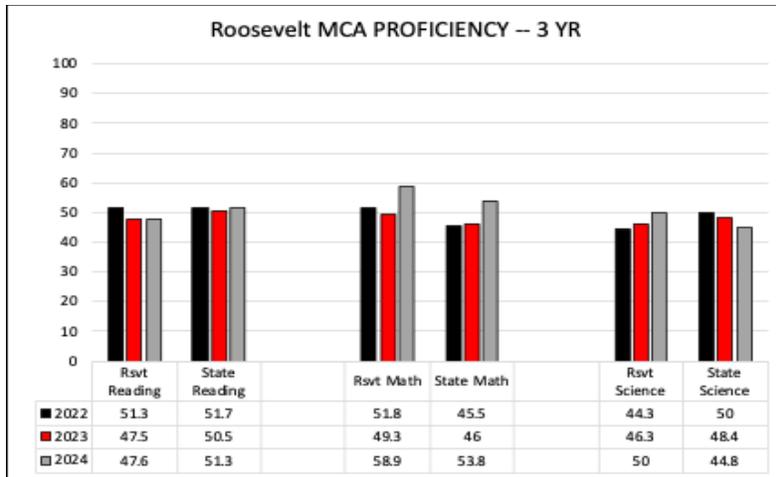
2024 Minnesota Comprehensive Assessments (MCA) Proficiency Data

On the Minnesota Comprehensive Assessments -- 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.

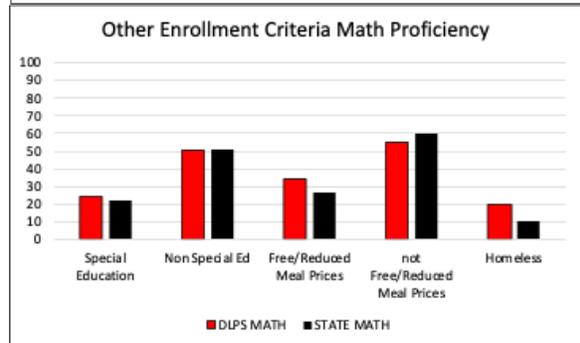
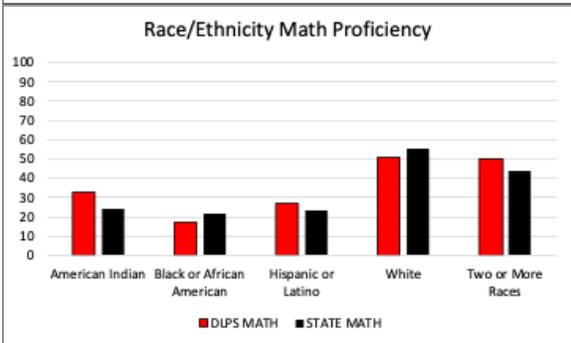
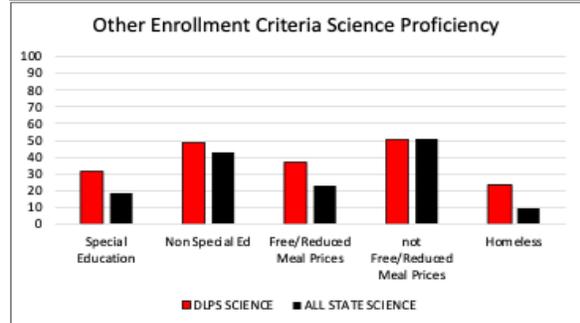
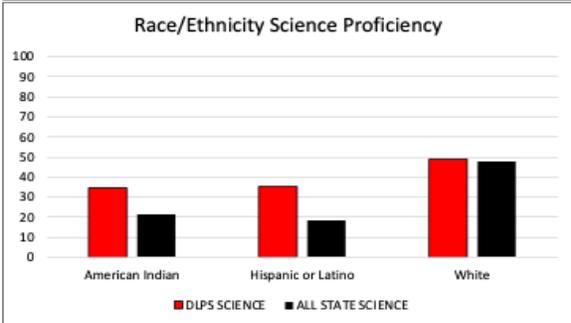
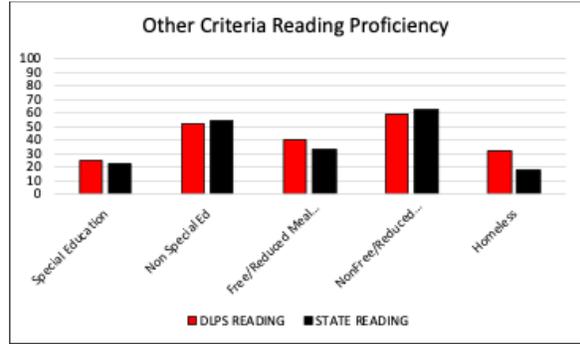
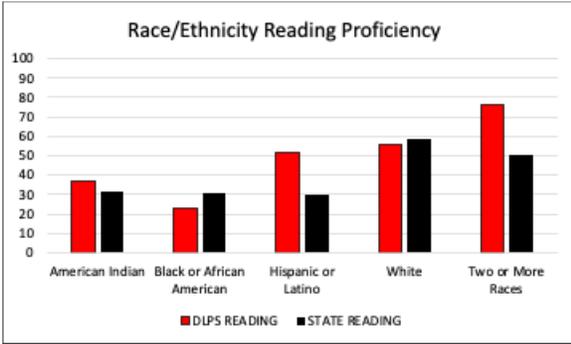
The [Minnesota Report Card](#) gives all stakeholders easy access to understandable district and school data. This tool will provide disaggregated data by grade level, demographics, and schools. This tool is designed to provide parents, educators, schools, districts and citizens with easy access to district and school information, test results, demographic information and other critical data in a centralized location.

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.





2023-2024 Racial and Economic Achievement Gap Data



College and Career Readiness

Goal 4: Ensure 100% of the graduating class of 2025 participates in college and career work experiences.

Strategies: Exposure to College and Career Experiences

GRADES K-5

- Various field trips to local businesses, as well as guest speakers.

GRADE 6-8

Students explore a range of traditional and nontraditional occupations while developing an understanding of their personal abilities, skills, interests, and motivations. They will identify and connect these attributes to potential career paths and post-secondary options aligned with their achievements, aptitudes, and interests. Students will also learn how academic success contributes to future career and vocational opportunities, and understand the critical link between educational achievement and career success.

- Use MCIS or YouScience to help identify areas of interest and aptitude
- College campus visit (NDSU, MSUM, MState)
- I-Time lessons within BARR framework
- Lessons on traditional and non-traditional occupations.

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

For more details about Detroit Lakes Senior High Life Ready, College Ready and Career Ready plans, visit the [DLHS webpage](#). DLHS students will complete a [DLHS Scorecard](#) in accordance with requirements from the state, which will serve as evidence of preparation for lifelong learning.

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 LIFE at Laker Transitions is a comprehensive, multi-year transition-to-adulthood program in which individuals who are between the ages of 18–22 years old with disabilities can develop, practice and strengthen skills that are high predictors for increased adult independence and successful, integrated community employment. Project LIFE offers a targeted course of study in combination with participation in experiential life skills education and authentic work-based learning experiences in the local community. Utilizing evidence-based transition education concepts, Project LIFE is a proven program model that supports students with disabilities on their journey to adulthood and greater independence. Project LIFE's focus is: LIFE at work, LIFE at home, and LIFE in the community.

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.

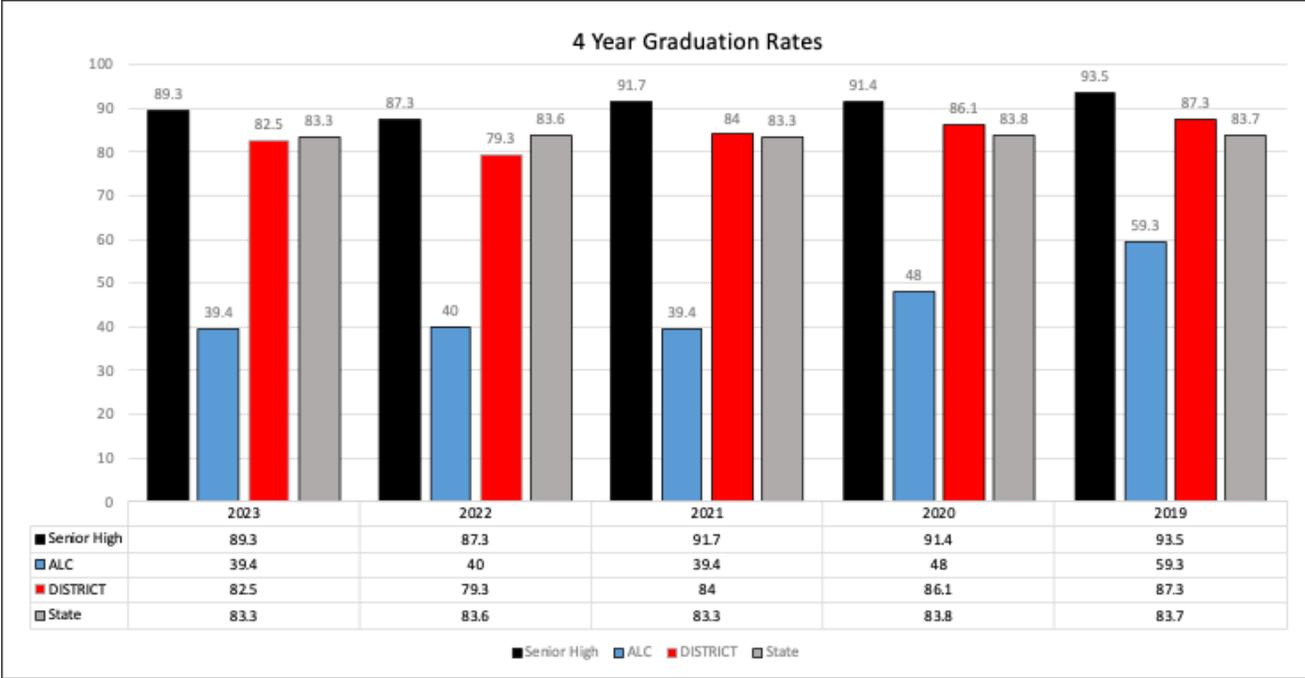
Community Education and Adult Basic Education

Detroit Lakes Community Education aims to improve the quality of life for all by offering lifelong learning opportunities. It is part of a statewide network in Minnesota that connects schools and communities, providing programs for all ages, from infants to seniors, with a focus on citizen engagement and collaboration.

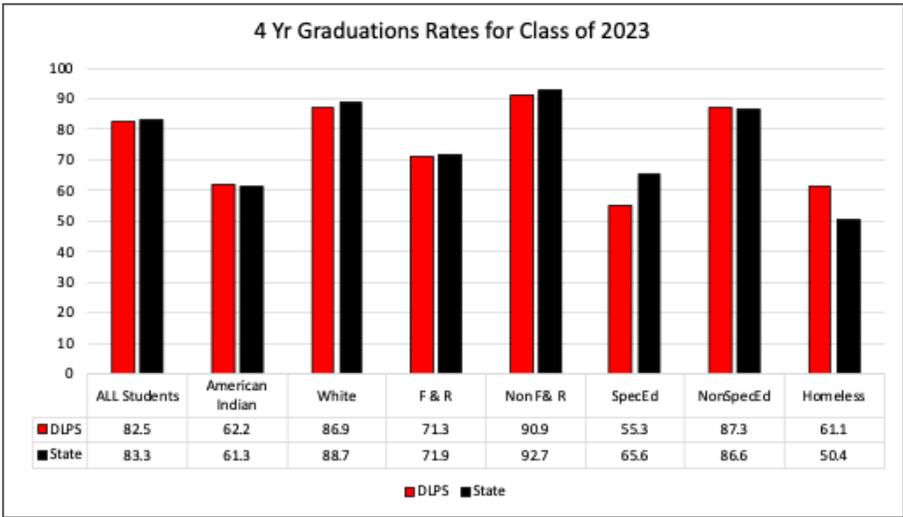
Adult Basic Education (ABE) is available across Minnesota at little to no cost. Serving around 65,000 adults annually, ABE offers programs such as GED, ESL, Career Pathways, and U.S. Citizenship. To qualify, participants must be at least 17, not enrolled in K-12, and need academic skill improvement. More details are available on the [Community Education website](#).

Graduation Rates

Goal 5: Increase the 4-Year graduation rate to 90% in 2025, up from 82.5% for the class of 2023.



*Graduation rates are reported one year after the cohort graduates.



A breakdown of graduation 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

The district reviews curriculum continuously, with teacher teams from elementary, middle, and high school levels. Input is sought through the District Advisory 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	
Needs Assessment	<ul style="list-style-type: none"> • Review the current standards. • Review the current program and analyze the data. • If new standards are being implemented by the state, then analysis of what is needed to teach each standard and benchmark is identified.
Alignment and Recommendations	<ul style="list-style-type: none"> • Determine recommended changes and do a vertical alignment discussion and analysis. • Identify and revise essential learning outcomes (ELOs). • Select materials for core instruction to be examined by teaching teams. • Utilize evidence based reports to ensure quality materials. • Make recommendations that are brought forward to staff and the Teaching and Learning Committee. • Overview shared with the District Advisory Committee and feedback opportunity. • If needed, review feedback with the Teaching and Learning Committee to determine if the selection team should review. • Board approves through the budget approval process.
Implementation	<ul style="list-style-type: none"> • Identify and provide systematic professional learning for implementation of new materials. • Implement recommended essential learning outcomes and programs. • Utilize PLCs to examine effectiveness of instruction. • Development of pacing guides, assessments and yearly overview.
Reflection and Continuous Improvement	<ul style="list-style-type: none"> • Analysis of data and feedback from teachers, make adjustments and revisions. • Review state standards • Continue

To view the MN Standards, visit the [MDE Academic Standards](#) website

Material Selection & Examination Cycle

2023-24	2024-25	2025-26	2026-27	2027-28
K-5 Science HS Math Ext. MS Math Ext. Art/Music	6-12 Social St.	Math 6-12 *K-5 Social St. – new standards work. *K-5 New Math standards work	K-12 ELA • Including ELL	PE/Health HS/MS Singletons • Business IT • Spanish • FACS • Finance • Other
2028-29	2029-30	2030-31	2031-32	2032-33
Elem Social St. Ethnic Studies	6-12 Science	K-5 Science Art/Music	Math 6-12	6-12 Social St.

*Changes may occur due to standard changes at the state or due to budgetary restrictions.

For more details regarding implementation cycle of new standards and links to the MN Academic Standards, you can go to the [MDE Academic Standards website.](#)

Effectiveness of Instruction: Teacher Evaluation

Effectiveness of Instruction: Teacher Evaluation

The district has developed a three-year teacher evaluation process in accordance with MN State Statute 122A.40

- Year one: formal summative by licensed administrator
 - Detroit Lakes Public Schools has adopted the most current [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 (PLCs): 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.) and 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.

New Teacher Supports

District new teacher induction – Mentor Program		
1st year mentee	2nd year mentee	3rd year mentee
<ul style="list-style-type: none"> • Additional two-day professional learning prior to in-service. • Monthly meetings 		
Mentee observed by mentor 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.
<ul style="list-style-type: none"> • Separate, two-day in-service prior to back-to-school in-services • Monthly meetings on various topics for the large group • 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 sustained professional development program enhances teachers' ability to deliver high-quality instruction, design assessments, and assign grades consistent with district 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. Site teams in each building assist in providing information regarding specific needs.



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

- 2024-25 [Roosevelt Building Goals](#)
- 2024-25 [Rossman Building Goals](#)
- 2024-25 [Detroit Lakes Middle School Building Goals](#)
- 2024-25 [Detroit Lakes Senior High School Building Goals](#)
- 2024-25 [Detroit Lakes Alternative Learning Center Building Goals](#)

District Advisory Committee

A function of our District Advisory Committee is to ensure 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 this plan, we are officially appointing members to this committee.

The district advisory committee

- shall engage in discussions regarding
 - academic standards
 - student achievement goals and measures
 - program evaluations
- shall listen to input from buildings and provide input on
 - the curriculum process,
 - professional development
 - Ask questions/give feedback on development for the Striving for Comprehensive Achievement and Civic Readiness, Title and Parent Engagement Plans and Achievement and Integration plans aligned with our strategic plan.

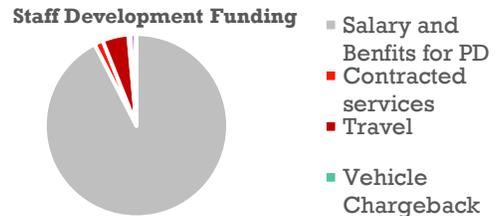
Parents on the committee apply by filling out a survey sent to them via the school newsletters. Each year, the membership is reviewed. Additional input is sought from community and parents through other district and building committees. Parents on the District Advisory Committee are appointed for a 2 year term. The school board approves these members during plan approval. Staff members on the committee are also parents or community members that serve on their building leadership teams. Approval of this plan is official designation of the following members:

District Advisory Committee Members 2024-2025

NAME	Role
Toni Bristlin	<i>Rossman Parent</i>
Pam Daly	<i>Union Rep for Professional Learning</i>
Heidi Evans	<i>HS Teacher/Parent</i>
Tyler Fode	<i>Elem Teacher/Parent</i>
Rhonda Fode	<i>American Indian Parent Advisory Committee Representative/ Community Member</i>
Gery Gencheva	<i>Rossman Parent</i>
Josh Hochgraber	<i>DLMS and DLHS Parent</i>
Tiffany Hoggarth	<i>DLHS Parent</i>
Lindsay Jacobus	<i>Rossman Parent</i>
Mark Jenson	<i>Superintendent/Community Member</i>
Renee Kerzman	<i>Director of Curriculum, Instruction and Technology/Community Member</i>
Trisha Mariotti	<i>Elem Principal/Parent</i>
Jamie McDougall	<i>DLHS Parent</i>
Cara Myers	<i>ALC Teacher/Parent</i>
Mickey Okeson	<i>School Board/Community Member</i>
Josh Omang	<i>HS Principal/Parent</i>
Britton Ramsey	<i>DLHS Parent</i>
Mary Rotter	<i>School Board/Parent</i>
Megan Smith	<i>Roosevelt and DLHS Parent</i>
Kris Swenson	<i>Elem Teacher/Parent</i>
Tom Trowbridge	<i>DLMS and DLHS Parent</i>
Kym Westholter	<i>DLMS and DLHS Parent</i>

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 \$300,000. 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 Striving for Comprehensive Achievement and Civic Readiness 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 2024-2025

Professional development goals and objectives align with our Strategic Plan.

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

The Every Student Succeeds Act (ESSA), signed on December 10, 2015, requires states to report if low-income and minority students are disproportionately taught by ineffective, out-of-field, or inexperienced teachers. Our Human Resources department generates annual STAR and personnel reports to ensure compliance and comparability. Hiring and transfers prioritize student and district needs, aiming for equitable access to experienced and diverse educators. Despite teacher shortages, collaborative efforts focus on placing effective, in-field teachers where they are most needed. In 2024, approximately 86% of our teachers had three or more years of experience, and over 90% were rated as effective based on consistent evaluations. Schools

serving diverse and low-income populations prioritize hiring experienced and diverse teachers, especially for intervention roles working with at-risk students. We offer ongoing supports for teachers along with professional development that is specific to the needs of our district and staff in our ongoing efforts to strive to support instructional excellence throughout the district staff.



American Indian Education Program

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. Support and services provided by the AI Education Department include:

Academic

- Intervention support
- Ojibwe Culture Classes (Language/Culture/History/Traditions)
- Additional College, Career and Real Life Opportunities

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

For more detailed information and contact information, visit our [website](#).

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 the Alternative Teacher Professional Pay System (ATPPS) and recommendations must include 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 meet for a minimum of 180 minutes per month. We used four early outs to assist in the process. Trained research team members lead sessions on how to implement vocabulary strategies.
- The teacher evaluation system
 - DLPS' adopted teacher evaluation plan, including culturally responsive methodologies.
- 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
 - 98% of teachers participated in alternative pay goals; 86 leadership roles were fulfilled by teachers.

BUILDING LITERACY GOALS FOR Q-COMP

- 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 Alphabet Knowledge will increase from 93% in 2024 to 95% in 2024.
- 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 46.3% in 2024 to 47.3% in 2025.



- 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 55.7% in 2024 to 56.7% in 2025.
- 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 48.8% in 2024 to 49.8% in 2025.
- 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 60.3% in 2024 to 61.3% in 2025.
- 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 6.7% in 2024 to 7.7% in 2025.

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: 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 *Striving for Comprehensive Achievement and Civic Readiness Plan, 2023-24 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 *Striving for Comprehensive and Civic Readiness Plan* will be presented to and approved by the Detroit Lakes School Board of Education on October 28th, 2024.



FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota’s high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of Detroit Lakes Public Schools recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of Detroit Lakes Public Schools supports the school’s application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

Click or tap here to enter text.

Date

Board Chair/Head of School

Click or tap here to enter text.

Date

Board Clerk – Treasurer/ Finance Director

Rossman Elementary Goals 2024-25

2024-25 Goal 1: To improve the attendance of all students at Rossman.

HPS Area 8: Our school has a supportive learning environment; Area 9: Our building has high levels of community and parent engagement

Rossman 2023-24 building goal was to improve the attendance of all students at Rossman aiming to have less than 33% of our students with fewer than 16 absences. 2023-24 Result: 22.7% of Rossman students had fewer than 16 absences. The Site Team has decided to continue to focus on attendance for 2024-25, continue to educate our families, and implement early intervention practices to remove barriers and provide support.

Guiding Principles	Implementation Actions and or Activities	Timeline	People Engaged
R1	<ul style="list-style-type: none"> ● Communicate with families and share information on the importance of school attendance <ul style="list-style-type: none"> ○ Send information home in Wednesday folders ○ Share information and family engagement activities in the “Rossman Report” 	Sept-May Weekly	K-5 Teachers Administration
I2	<ul style="list-style-type: none"> ● Utilize a variety of methods and media to create engaging material for families to learn about the research, data, and impact of school attendance <ul style="list-style-type: none"> ○ Resources: <ul style="list-style-type: none"> https://www.attendanceworks.org/ 	September -May	K-5 Teachers Administration SST Team
D3	<ul style="list-style-type: none"> ● Equip teachers and staff to positively promote school attendance with students and family <ul style="list-style-type: none"> ○ Resource: <ul style="list-style-type: none"> https://www.attendanceworks.org/take-action/educators/teachers/ https://www.attendanceworks.org/research/elementary-school/ ● Engage students in improving overall attendance <ul style="list-style-type: none"> ○ Teach about importance of coming to school 	September-May	K-5 Teachers SST Team School Counselor

Rossman Elementary Goals 2024-25

	<ul style="list-style-type: none"> and celebrate good attendance <ul style="list-style-type: none"> Develop attendance success plans with student input 		
E4	<ul style="list-style-type: none"> Consistent, systematic, equitable methods of communication and sharing of information regarding the importance of school attendance to families Meet needs of families to provide individualized support to improve attendance 	September -May	K-5 Teachers Administration Attendance Team

<p><u>2024-25 Goal 2: To increase family engagement options and opportunities.</u> HPS Area 8: Our school has a supportive learning environment; Area 9: Our building has high levels of community and parent engagement</p>			
Guiding Principles	Implementation Actions and or Activities	Timeline	People Engaged
R1	<ul style="list-style-type: none"> Share student PBIS celebrations with parents and families <ul style="list-style-type: none"> Utilize Google Form to send communications parents directly Communicate in the Rossman Report Options for parents and families to engage in the teaching and learning in the classrooms <ul style="list-style-type: none"> Home to school connections Invitations to volunteer (PTO and classroom) 	September-May	K-5 Teachers Rossman PTO

Rossman Elementary Goals 2024-25

	<ul style="list-style-type: none"> ○ Family events planned by the PTO ○ Increase parent/family involvement in the PTO 		
I2	<ul style="list-style-type: none"> ● Create options and opportunities to invite families to school and events <ul style="list-style-type: none"> ○ Partner with the PTO to plan a family night ○ Teaching teams will plan options for parents to engage with the learning at their grade-level 	September -May	K-5 Teachers Administration Rossman PTO
D3	<ul style="list-style-type: none"> ● Site Team members will lead the development of family engagement strategies for their grade level/content area. 	September-May	K-5 Teachers
E4	<ul style="list-style-type: none"> ● Gather data and feedback to measure impact of the effort to increase family connection and engagement <ul style="list-style-type: none"> ○ Number of participants in events/activities ○ Family survey in the Spring 	September-May	K-5 Teachers Administration Rossman PTO

Roosevelt Building Goals

2024-25

Roosevelt families and staff were sent an electronic survey in August 2023.

Successes were identified?

1. Positive perceptions of school community/climate:
 - 95.2%** - I feel that Roosevelt staff cares about their students (ALL staff).
 - 95.2%** - My child feels like they are part of a community at Roosevelt.
 - 90.4%** - I am comfortable sharing concerns and celebrations about my child with their teachers.
2. Social/emotional supports: **95.3%** - My child's social and emotional needs are supported at Roosevelt.
3. Current information regarding curriculum and learning is shared consistently: :
 - 95.2%** - Classroom teachers keep me informed of what my child(ren) are learning in class.
 - 95.2%** - I am invited to Parent/Teacher Conferences, school events, etc. at Roosevelt.

What Area(s) of Greatest Need were identified?

1. Increase opportunities for collaboration between staff and families:
 - 76.2%** - I have opportunities to participate in making decisions that affect the school community through the Roosevelt PTO, school surveys, etc.
2. Increase levels of community and parent engagement (with a primary focus on attendance):
 - 71.4%** - The teacher contacts me to discuss my child (strengths, challenges, accomplishments, etc.).

*2024-25 Roosevelt Building Goals have been developed with these need areas in mind.

2024-25

High Performing School Area: **High levels of collaboration and communication happen in our school.**

GOAL #1: During the school year of 2024-25, Roosevelt staff will assist with planning and providing community and parent engagement opportunities to increase family engagement from 76.2% to 80% by May 2025.

Feedback: 76.2% agree; 23.8% neutral; 4.8% disagree

Guiding Principles	Objectives	Activities	People Engaged / Timeline
R1	During the 2024-25 school year, Roosevelt staff will continue to focus on positive communication within our school and beyond.	<ul style="list-style-type: none">● Positive phone calls/messages to families● Good News calls● Laker Pride awards● PBIS Class recognition	Classroom Teachers, Specialists, Interventionists, Administration and Roosevelt Families September-May
I2	During the 2024-25 school year, Roosevelt staff will work with specialists and community members to support students' work in the areas of creativity and critical thinking.	<ul style="list-style-type: none">● Winter Open House● STEAM/Art activities● Class field trips	Classroom Teachers, Specialists, Interventionists, Administration and Community Members September-May
D3	During the 2024-25 school year, Roosevelt staff will share the school's behavior plan and request input from fellow families and community members regarding its implementation and purpose to support all students.	<ul style="list-style-type: none">● PBIS plan review● Completion of Sustaining PBIS document● Family survey	Classroom Teachers, Specialists, Interventionists, Administration and Roosevelt Families September-May
E4	During the 2024-25 school year, the MTSS team and/or administration will analyze Roosevelt's 2023-24 academic performance, demographics and attendance data and share their findings with staff at Back-to-School inservice and with families during an informational meeting at Roosevelt's Open House.	<ul style="list-style-type: none">● Building-level MTSS meetings● PLC discussions● Informational mtg(s)	Classroom Teachers, Specialists, Interventionists, Administration and Roosevelt Families September-May

2024-25

High Performing School Area: **Our building has high levels of community and parent engagement.**

GOAL #2:

During the 2024-25 school year, Roosevelt staff will increase collaborative efforts with families regarding their child(ren) and the importance of good attendance from the current level of 71.4% of respondents replying strongly agree/agree to 80% of respondents replying strongly agree/agree.

Feedback: 71.4% agree; 23.8% neutral; 4.8% disagree

Guiding Principles	Objectives	Activities	People Engaged / Timeline
R1	During the 2024-25 school year, Roosevelt administration will share information to staff and families about the benefits of good attendance on a weekly basis.	<ul style="list-style-type: none">• Roosevelt Revelations• Information in Monday folders	Teachers, Administration, Families September-May
I2	During the 2024-25 school year, Roosevelt administration will use electronic newsletters to communicate Roosevelt's monthly attendance information by grade level and by building.	<ul style="list-style-type: none">• Roosevelt Revelations• Information in Monday folders	Teachers, Administration, Families September-May
D3	During the 2024-25 school year, staff will engage students in improving overall attendance and celebrate successes.	<ul style="list-style-type: none">• Rewards for grade level/individual classroom	Teachers, Students, Administration, Families September-May
E4	During the 2024-25 school year, student guardians will be invited to attend Parent/Teacher Organization/stakeholder meetings, where attendance information will be a consistent agenda item.	<ul style="list-style-type: none">• PTO meetings• Agenda documentation	Staff and Roosevelt Families September-May

* PLC = Professional Learning Committee

** MTSS = Multi-tiered Systems of Support

*** SIT = Student Intervention Team

**** SAIL = Success and Achievement in Learning

Detroit Lakes Middle School	Sept 24, 2024
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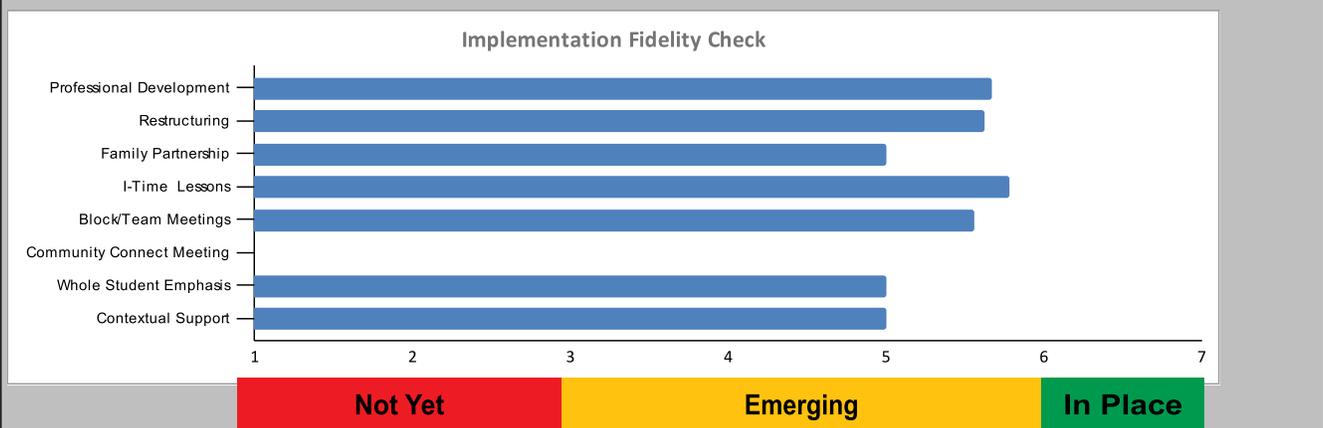
SUMMARY:
 Detroit Lakes Middle School has gotten off to a strong start in its second year of BARR implementation. The 6th, 7th, and 8th-grade teachers, support staff, and administrators have received foundational BARR training and/or attended this year's Effective Team Meetings in BARR and Addressing Trauma Through BARR. The school has a total of six BARR teams with a regular schedule for I-Times, Small Block, Big Block, and Community Connect Meetings that are split by focus areas. The staff is working diligently to populate BARR spreadsheets to track their students' strengths, goals, and a large variety of interventions. To create even greater efficacy of their strategies, teams could collaborate on some creative intervention strategies that leverage student strengths and connections to school.

I-Times have been scheduled and are in rotation with consistent delivery by all three grades in core and unified arts classes. Feedback on the lesson and any student data collected is shared with the teams as appropriate. During the visit debrief there was a productive discussion around Family Partnership and how to ensure a greater diversity of caregiver voices and feedback. Since many families are not aware of the BARR strategies the school is implementing, the school is brainstorming ways to introduce the team teachers and prompt questions from recent I-Times. Leaning on your BARR coach and networking with other BARR professionals through the BARR PLCs will help with ideas for this as well.

A Community Connect meeting was not able to be observed as the week of the visit landed on a week without a regularly scheduled meeting. However, the team is prepped and has already begun conducting student reviews, digging into root causes, and documenting on a shared Community Connect spreadsheet.

Please note that there will not be a score for Community Connect and the recommendations are based on the Structural Components Interview and weekly coaching calls.

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



	KEY AREAS OF FOCUS	WHO IS RESPONSIBLE	WHO IS INVOLVED
	Professional Development		
<input type="checkbox"/>	Meet monthly with the full BARR team to review and discuss how components are being implemented, review/reflect on BARR rubrics, do a portion of an I-Time, and/or share coaching report feedback.		
<input type="checkbox"/>	Provide periodic in-service to support the BARR staff's intervention work as part of BARR. Consider using data from the Student Questionnaire to help guide topics based on student needs.		
<input type="checkbox"/>	Access your BARR Coach for implementation assistance via email and phone as often as needed.		
	Restructuring		
<input type="checkbox"/>	Continue to discuss a plan that establishes and clearly identifies the purpose and differences between weekly Small Block, Big Block, and Community Connect meetings.		
<input type="checkbox"/>	Ensure the Assistant Principal attends weekly Big Block and Community Connect meetings.		
<input type="checkbox"/>	Review results from the BARR Student Questionnaire and use results to drive interventions, inform action plans, and plan and implement training guided by student needs.		

	Family Partnership		
<input type="checkbox"/>	Consider establishing and holding a Family Advisory Group meeting for BARR parents/caregivers to share feedback and encourage open dialog focused on continuous improvement.		
<input type="checkbox"/>	Consider additional ways to share information with families about BARR and the work being done in the school to support students.		
<input type="checkbox"/>	Provide an opportunity for parents/caregivers to share information about their students. Strength-based details, insights, and/or concerns, could be shared.		
	I-Time Lessons		
<input type="checkbox"/>	Ensure there is an introduction to the activity that reviews "house rules" on protocol and expectations for student share-outs as the topics being discussed can be very personal. Doing so creates a safe space and a common understanding of what to expect, as well as consistency across classes.		
<input type="checkbox"/>	Demonstrate and reinforce critical social competencies during each I-Time lesson (i.e., students should introduce themselves to their partner/s at the beginning of the activity).		
<input type="checkbox"/>	Consider building in an "exit ticket" step at the end of an I-Time. (e.g., What was the best part of today's activity? Is there anything you'd like to share regarding today's activity?, What's new with you?)		
	Block/Team Meetings		
<input type="checkbox"/>	Reinforce that reviews begin by discussing student strengths, connections to school, or what is going well for the student. Then work to uncover or establish these if not present.		
<input type="checkbox"/>	Use the BARR Action Plan Document to help facilitate the goal-setting process with students.		
<input type="checkbox"/>	Continue to practice measurable and objective goal-setting for students that clearly identifies how the team will know the student is making progress. Ask yourselves, "What is the "behavior," "skill," or assignment(s) that we want accomplished?"		
	Community Connect Meetings		
<input type="checkbox"/>	Continue to establish clear criteria and protocols for the Community Connect process, including clarity around the agenda, documentation, and attendees in the Student Support, Attendance Review, and county truancy meetings.		
<input type="checkbox"/>	Begin each student review by sharing the student's strength(s), what is going well, a positive connection to the school, and/or sparks.		
<input type="checkbox"/>	Ask directly about what the goal is for the student with each review and name the goal specifically. How will you know your interventions are working? What is the measure of success? (e.g., Stabilize student behavior associated with..., attend school at least 4 days a week for a month, the student will learn to advocate for him/herself by asking for help or direction clarity at least once a day from a teacher, specific improvements in grades or missing work, etc.).		
	Whole Student Emphasis		
<input type="checkbox"/>	Encourage teachers and staff to ask parents/caregivers for their perspectives about how their students are doing.		
<input type="checkbox"/>	Encourage teachers to have individual conversations with students to uncover the why behind their academic struggles and/or the things that students are passionate about.		
<input type="checkbox"/>	Continue to send positive postcards home from both the Block and Community Connect teams to highlight academic and any social or interpersonal gains.		
	Contextual Support		
<input type="checkbox"/>	Invite someone from the District Office to attend a BARR Training or Conference.		
<input type="checkbox"/>	Share BARR Information with the PTO and/or the School Board.		
<input type="checkbox"/>	Continue to calibrate the process for the systematic collection and sharing of student data.		



2024-25 Goals - YEAR 4

Goal Area - (9 Areas of H.E.S.) Prioritized by DLMS Site Council	Chosen indicator bullet(s) that will be addressed:
<p>Detroit Lakes Middle School will have focused professional development.</p> <p><i>Effective BARR Team Meetings</i></p> <p><i>BARR Trauma Training</i></p>	<ul style="list-style-type: none">● BARR Trainings (inservice)● Effective Team Meeting Training (inservice)● 100% buy in, support from staff● Survey end of trimester 1 and end of year from staff on effective team meetings
<p>Our curriculum and instruction is aligned to MN Standards.</p>	<ul style="list-style-type: none">● Renew and bring up to date all systems and practices<ul style="list-style-type: none">○ Following district documents that were created and adhering to that. Learning Targets & outcomes are posted and set to meet.○ Pacing guides are up to date and shared.



Goal Area - (9 Areas of H.E.S.) Prioritized by DLMS Site Council	Chosen indicator bullet(s) that will be addressed:
Detroit Lakes Middle School has a supportive learning environment.	<ul style="list-style-type: none">• Support diverse ways of thinking and doing<ul style="list-style-type: none">○ Culture of building, how our teams function, supportive of students

**'25-26 -
YEAR 5?**

2024-25 Goal: Detroit Lakes Middle School will have a focused professional development.

Guiding Principles	Implementation Actions and or Activities <i>List as Many as are needed to complete goal</i>	Timeline	People Engaged
Relationships	<ul style="list-style-type: none"> • Staff participate and attend team meetings • Increased support/attendance from elective teachers? 	Sept 2024 - May 2025	Teachers Admin BARR Coordinator
	Resources:		
Innovation	<ul style="list-style-type: none"> • BARR Sheet, updating prior to block meetings 	Sept 2024 - May 2025	Teachers Admin BARR Coordinator
	Resources:		
Development	<ul style="list-style-type: none"> • BARR Sheet, updating prior to block meetings • Staff participation and involvement during inservice training, and yearly trainings 	Sept 2024 - May 2025	Teachers Admin BARR Coordinator
	Resources:		
Equity	<ul style="list-style-type: none"> • All staff buy-in, support, accountability for implementing BARR strategies, or teacher-based interventions 	Sept 2024 - May 2025	Teachers Admin BARR Coordinator
	Resources:		

Indicator bullets that will be addressed:

Detroit Lakes Middle School will have a focused professional development.

Guiding Principles	Administrator Teacher Leader Assigned (Accountability)	Monitoring Process	Measure of success and completion indicators	Plan Adjustments Actions
R1	Principals Teachers	<ul style="list-style-type: none"> Staff are present for BARR meetings, and actively participating 	<ul style="list-style-type: none"> All staff are actively involved in BARR Meetings and Implementation 	Consult Katie, Admin, Soledad for support
I2	Principals Teachers	<ul style="list-style-type: none"> BARR data sheet is being used, and updated 	<ul style="list-style-type: none"> All staff are actively involved in BARR Meetings and Implementation 	Consult Katie, Admin, Soledad for support
D3	Principals Teachers	<ul style="list-style-type: none"> BARR data sheet is being used, and updated 	<ul style="list-style-type: none"> All staff are actively involved in BARR Meetings and Implementation 	Consult Katie, Admin, Soledad for support
E4	Principals Teachers	<ul style="list-style-type: none"> Staff participation, involvement Filling out BARR data sheet when applicable 	<ul style="list-style-type: none"> All staff are actively involved in BARR Meetings and Implementation 	Consult Katie, Admin, Soledad for support

indicator bullets that will be addressed:

2024 - 2025 Goal #1: DLHS has a clear and shared focus

Guiding Principles	Administrator/Teacher Leader Assigned (Accountability)	Monitoring Process
<p>R1</p>	<ul style="list-style-type: none"> ● Stakeholders (staff, students, parents, community) are aware of and can articulate shared focus and vision ● What we will do: <ul style="list-style-type: none"> ○ Implement advisory lessons for students on College Ready, Career Ready, and Life Ready (Students) ○ Improve marketing of College Ready, Career Ready, Life Ready with parents using newsletters, social media, and in-person sessions at conferences, curriculum nights, and during BARR parent meetings (Parents) ○ Educate staff on the initiative and report card at back-to-school workshops and continuously revisit throughout the year at professional development days <p>Resources: Redefining Ready</p>	<ul style="list-style-type: none"> ● Pre and post-survey of students to measure their understanding of College Ready, Career Ready, and Life Ready benchmarks ● Implement the DLHS Scorecard for every Senior student in the 21st-century skills class.
<p>I2</p>	<ul style="list-style-type: none"> ● Data is utilized to measure successes of shared focus and vision and used to build on strengths and correct weaknesses ● What we will do: <ul style="list-style-type: none"> ○ Continue DLHS BARR and Street Data ○ Implement new initiative: “Redefining Ready” <ul style="list-style-type: none"> ■ Report progress on new report card <p>Resources: Redefining Ready Benchmarks</p>	<ul style="list-style-type: none"> ● Weekly DLHS Data Sharing ● DLHS Redefining Ready School Report Card ● All students in the 21st Century Course will have an individual “scorecard” for College Ready, Career Ready, Life Ready
<p>D3</p>	<ul style="list-style-type: none"> ● There is a commitment to continuous improvement ● What we will do: <ul style="list-style-type: none"> ○ Use DLHS Data ARC to continuously monitor progress throughout the year. ○ Complete pacing guides for all courses. <p>Resources: DLHS Data ARC</p>	<ul style="list-style-type: none"> ● DLHS Data ARC
<p>E4</p>	<ul style="list-style-type: none"> ● Data is used effectively to analyze, evaluate, and improve in all areas ● What we will do: ● Continue collecting, and analyzing data with a focus on how all demographic groups are performing at DLHS. <p>Resources:</p>	<ul style="list-style-type: none"> ● Meeting notes from the student leadership team ● Tabs on the Master BARR Sheet ● Redefining Ready DLHS Scorecard

indicator bullets that will be addressed:

2024 - 2025 Goal #2: At DLHS Curriculum, Instruction and Assessments are Aligned with Standards

Guiding Principles	Administrator Teacher Leader Assigned (Accountability)	Monitoring Process
<p>R1</p>	<ul style="list-style-type: none"> ● Assessments (formative and summative) line up with what is intended to be learned. ● What we will do: <ul style="list-style-type: none"> ○ Revisit grading practices at DLHS during professional development and in PLCs ○ Continually focus on the current best practices for grading and reporting. 	<ul style="list-style-type: none"> ● DLHS Meeting Notes
	<p>Resources:</p>	
<p>I2</p>	<ul style="list-style-type: none"> ● Grading reflects student learning instead of other things ● Instruction is focused on high expectations and is personalized based on student needs. ● What we will do: <ul style="list-style-type: none"> ○ Revisit grading practices at DLHS during professional development and in PLCs ○ Investigate the implementation of reporting on employability skills as a separate grading category that does not affect the overall grade. 	<ul style="list-style-type: none"> ● Professional Development Agendas/Presentations/Collaborations
	<p>Resources: Don Smith Presenter</p>	
<p>D3</p>	<ul style="list-style-type: none"> ● Curriculum and instruction are based on best-practice instruction ● What we will do: <ul style="list-style-type: none"> ○ Update all pacing guides at DLHS by the end of the school year ○ Utilize professional development to work on grading and reporting procedures. 	<ul style="list-style-type: none"> ● DLHS Pacing Guides
	<p>Resources: Pacing Guide Examples From Renee</p>	
<p>E4</p>	<ul style="list-style-type: none"> ● Culturally Responsive Teaching Strategies are Utilized ● Instruction is aligned to State standards and varied according to student needs ● What we will do: <ul style="list-style-type: none"> ○ Use the document <i>MINNESOTA NATIVE AMERICAN ESSENTIAL UNDERSTANDINGS FOR EDUCATORS</i> in our PLCs to continue educating ourselves on how best to serve our Native American Students. 	<ul style="list-style-type: none"> ● PLC Notes
	<p>Resources: <i>MINNESOTA NATIVE AMERICAN ESSENTIAL UNDERSTANDINGS FOR EDUCATORS</i></p>	

Area Learning Center Building Goals

2024-25 Goal #1: High Levels of Collaboration and Communication Our focus for this year is to create a strong unified team where we can identify problems and work together to form solutions. This includes our staff as well as students, families and people of the communitiy.			
Guiding Principles	Implementation Actions and or Activities <i>List as Many as are needed to complete goal</i>	Timeline	People Engaged
R1	<ul style="list-style-type: none"> Weekly Staff Meetings (PLC) Midterm/Quarter Reports/Staffings Family Nights 	24-25 School Year	ALC Staff AIE Staff Families Community Members
I2	<ul style="list-style-type: none"> Newsletter - Updated Weekly Classroom Observations and follow ups 	24-25 School Year	ALC Principal
D3	<ul style="list-style-type: none"> Friday Mornings working with students on transitions and career skills Friday Afternoons volunteering/working 	24-25 School Year	ALC Staff Community Members ALC Students
E4	<ul style="list-style-type: none"> Classroom Observations and follow ups 	24-25 School Year	ALC Principal

- We meet weekly as a staff; PLC's, MEIRS Reporting, Mental Health, Chemical Health, Compass
- Midterm - reports/ bi-weekly meetings with students
- Family Nights - Oct. 15
- Updated CLP's with attendance, goals, classes, credits earned and needed
- Weekly Newsletter

2024-25 Goal #2: High Levels of Family and Community Involvement

Our focus for this year is to bring in family and community members to help educate our students on diverse cultures as well as what is available to them in the community.

Guiding Principles	Implementation Actions and or Activities <i>List as Many as are needed to complete goal</i>	Timeline	People Engaged
R1	<ul style="list-style-type: none"> Bring Families and community members into our school Open House Family Nights Friday Work/Volunteer Opportunities 	24-25 School Year	ALC Staff AIE Staff Families Community Members ALC Students
I2	<ul style="list-style-type: none"> How we can connect to all of our families better Weekly Newsletter Emails - Phone Calls 	24-25 School Year	ALC Staff Community Members
D3	<ul style="list-style-type: none"> Implement cultural teachings to make students feel more welcome Friday Work/Volunteer Opportunities Family Nights 	24-25 School Year	ALC Staff Building Level Team AIE Staff Families Community Members
E4	<ul style="list-style-type: none"> Staffings with Families Email/Phone Calls to parents/guardians 	24-25 School Year	ALC Staff Families

- Open House orientation - beginning of school year - expectations and bringing family in
- Volunteering (Food Pantry, Library, Laker Prep, Becker Co. Museum, Thrift Store, Lakes Crisis Center)
- Staffings with families every quarter - needed or not
- Family Night - Community involvement (LADC, AIE, MnSNAP Edu, Mahube-Otwa Family Health, Lakes Counseling, Circle Back/Thunder Being, Lakes Crisis Center, Library, Stellher, Essentia Health) Youth Build, Art Room, Door Prizes, Food
- Parent Support Group Meetings
- United Way - Group Activities
- Character Challenge



Fall 2024 Lane Change



Name	Present Lane	Present Salary	Requested Lane	Requested Salary	Increase
William Broderious	BA+20, Step 13	\$69,916.00	MA, Step 13	\$72,830.00	\$2,914.00
Rachel Carlson	BA+20, Step 3	\$50,572.00	BA+40, Step 3	\$53,676.00	\$3,104.00
Catherine Cyr	MA+20, Step 13	\$77,713.00	MA+30, Step 13	\$79,912.00	\$2,199.00
Kelsey Fode	MA+10, Step 10	\$67,356.00	MA+30, Step 10	\$71,086.00	\$3,730.00
Tyler Fode	MA+10, Step 10	\$67,356.00	MA+30, Step 10	\$71,086.00	\$3,730.00
Cali Harrier	MA+10, Step 14	\$81,037.00	MA+30, Step 14	\$86,359.00	\$5,322.00
Allison Hefta	MA+10, Step 4	\$56,384.00	MA+20, Step 4	\$58,120.00	\$1,736.00
Braeden Hogie	MA+20, Step 11	\$71,008.00	MA+30, Step 11	\$73,207.00	\$2,199.00
Jacob Johnson	MA+20, Step 8	\$65,484.00	MA+30, Step 8	\$67,356.00	\$1,872.00
Carol Kuhlmeier	MA, Step 14	\$79,009.00	MA+30, Step 14	\$86,359.00	\$7,350.00
Krystal Meyer	MA+20, Step 13	\$77,713.00	MA+30, Step 13	\$79,912.00	\$2,199.00
Anna Moser	BA+40, Step 9	\$63,613.00	MA+10, Step 9	\$65,484.00	\$1,871.00
Shannon Sitz	MA, Step 7	\$59,875.00	MA+30, Step 7	\$65,484.00	\$5,609.00
Laura Schmitz	BA+20, Step 14	\$69,916.00	Ma, Step 14	\$79,009.00	\$9,093.00
Nicolle Suihkonen	MA+20, Step 7	\$63,613.00	MA+30, Step 7	\$65,484.00	\$1,871.00
Shea Thorwaldson	MA+10, Step 13	\$74,560.00	MA+20, Step 13	\$77,713.00	\$3,153.00
Heather Torgerson	MA+10, Step 6	\$59,875.00	MA+20, Step 6	\$61,747.00	\$1,872.00
Dennis Weaver	BA+10, Step 14	\$67,928.00	BA+40, Step 14	\$79,009.00	\$11,081.00
Sarah Williams	MA+20, Step 12	\$74,361.00	MA+30, Step 12	\$76,558.00	\$2,197.00
Totals		\$690,463.00		\$736,759.00	\$46,296.00

DATE: October 21, 2024
TO: Mark Jenson, Superintendent and Board of Education
FROM: Jason Kuehn, Director of Finance and Operations
SUBJECT: **Additional Staffing Requests - District Transportation (Type III Driver)**

District Transportation

Type III Driver - Up to 1,120 Hours for the remainder of the school year.

The addition of a Type III Driver (Up to 40 Hours per week) is being requested to support districtwide transportation needs outside of the regular scheduling and/or routing. The position will be for the remainder of the 2024-25 school year only.

Administration and Finance Committee recommends approval.



**ADDITIONAL STAFFING PROPOSAL FORM
BUDGET YEAR: 2024-2025**

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: District Transportation

Topic of Proposal: Type III Driver (District-Wide)

Submitted By: Jason Kuehn & Colin Gedrose

Date: 10/21/2024

Date to be Implemented: Immediately

**Person responsible to
Recommend to Superintendent: Jason Kuehn**

Recommendation by person responsible: We recommend to add a Type III Driver that will work up to 40 Hours per week providing transportation to students that fall outside the parameters of regular transportation schedules/routes.

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: This position would be an increase in staffing to the Transportation Department to help support transportation needs for students that fall outside the parameters of current transportation routes/schedules.



**ADDITIONAL STAFFING PROPOSAL FORM
BUDGET YEAR: 2024-2025**

2. Explain in detail the rationale or purpose of the proposal. (Please relate, if possible, the rationale to the previously identified high priority needs): We have had an increase in Transportation requests for students that have been placed in Foster Care homes outside of the District, as well as for students in Care and Treatment. Additionally, with the approval of Voluntary Prekindergarten programming we have added transportation to students that require mid-day transportation.

3. State the negative implications if the proposal is not approved: We would be out of compliance with state statutes and regulations related to transportation requirements for students in these populations.

4. List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal: We would have to look to outside contractors to provide the transportation at additional costs that would be much higher than operating the transportation routes ourselves.

5. Estimate the cost implications of this proposal on the following chart:

PERSONNEL	NUMBER REQUESTED	ESTIMATED COST	REIMBURSEMENT	NET COST
Wages/Salaries:	Up to 1,120 Hours	\$22,400.00	\$0.00	\$22,400.00
Benefits:	Per AFSCME Contract	\$11,800.00	\$0.00	\$11,800.00
Subtotal:		\$34,200.00	\$0.00	\$34,200.00



**ADDITIONAL STAFFING PROPOSAL FORM
BUDGET YEAR: 2024-2025**

OTHER COSTS	NA	ESTIMATED COST	REIMBURSEMENT	NET COST
Supplies:		\$0.00	\$0.00	\$0.00
Capital Outlay:		\$0.00	\$0.00	\$0.00
Other Expenses:	Vehicle Chargebacks	\$0.50/mile Mileage per day may vary dependent on scheduling/routes	Varies based on student	Variable
Subtotal:		\$0.00	\$0.00	\$0.00

NET COST		\$34,200.00	\$0.00	\$34,200.00
Code:	E 01 002 760 000 720 170			

6. Comments on budgetary items:

a. Equipment, remodeling, site improvement, etc:	The use of a District Suburban may limit the ability of transportation for some activities using District vehicles.
b. Review by Business Office before Superintendents approval:	Complete
c. Space implications (short/long range):	None
d. Equity implications:	None
e. Technology implications:	None
f. Suggested timelines for implementations:	November 1st

g. Who has been involved in this decision?
Other comments:

Superintendent, Transportation Supervisor, and Director of Finance & Operations

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

2024-2025

Month: October

D.L. Preschool Special Ed.

	EIC	ECSE	Total
Roosevelt	31	63	94

Non-resident Preschool Special Ed.

	EIC	ECSE	Total
Roosevelt	0	3	3

KINDERGARTEN

	Kind.	Kind SpEd	Total
Roosevelt	62	23	85
Rossman	70	21	91
Totals	132	44	176

GRADES 1 - 5

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Roosevelt	90	93	95	99	94	471
Rossman	98	90	97	95	94	474
Totals	188	183	192	194	188	945

ELEMENTARY TOTALS

Kindergarten	Gr.1-5	Total
176	945	1121

MIDDLE SCHOOL

	Grade 6	Grade 7	Grade 8	Total
Middle School	212	198	208	618

SENIOR HIGH

	Grade 9	Grade 10	Grade 11	Grade 12	Subtotal	PSEO/F	PSEO/P	Total
Senior High	207	199	182	208	796	0	0	796

E-LAKER ONLINE

	Grade 9	Grade 10	Grade 11	Grade 12	Total
E-Laker	3	5	14	17	39

2024-2025

K-12 Total

2673

2023-2024

K-12 Total

2737

2022-2023

K-12 Total

2658

MONTHLY TOTALS*

EIC	31
ECSE	66
Kind. Sp. Ed.	44
Kindergarten	132
Grades 1-5	945
Middle School	618
Senior High	796
E-Laker	39
Laker Transitions	18
ALC	60
TOTAL	2749

*Does not include non-resident students on tuition agreement

ALC

D.L.	49
Other	11
Total	60

LAKER TRANSITIONS

D.L.	13
Other	5
Total	18



Detroit Lakes Public Schools Yearly Enrollment Summary 2024-2025

Date: October

EIC										ECSE									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
28	31									55	63								

EIC -- Non Resident										ECSE -- Non Resident									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
0	0									5	3								

Kindergarten - Special Ed.										Kindergarten									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Roosevelt	23	23								Roosevelt	61	62							
Rossman	22	21								Rossman	69	70							
Totals	45	44	-	-	-	-	-	-	-	Totals	130	132	-	-	-	-	-	-	-

Kindergarten Total									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Roosevelt	84	85	-	-	-	-	-	-	-
Rossman	91	91	-	-	-	-	-	-	-
Totals	175	176	-	-	-	-	-	-	-

Grade One										Grade Two									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Roosevelt	89	90	-	-	-	-	-	-	-	Roosevelt	95	93	-	-	-	-	-	-	-
Rossman	101	98	-	-	-	-	-	-	-	Rossman	88	90	-	-	-	-	-	-	-
Totals	190	188	-	-	-	-	-	-	-	Totals	183	183	-	-	-	-	-	-	-

Grade Three										Grade Four									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Roosevelt	96	95	-	-	-	-	-	-	-	Roosevelt	99	99	-	-	-	-	-	-	-
Rossman	99	97	-	-	-	-	-	-	-	Rossman	95	95	-	-	-	-	-	-	-
Totals	195	192	-	-	-	-	-	-	-	Totals	194	194	-	-	-	-	-	-	-

Grade Five									
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
MS	97	94	-	-	-	-	-	-	-
Rossman	95	94	-	-	-	-	-	-	-
Totals	192	188	-	-	-	-	-	-	-



Detroit Lakes Public Schools

Yearly Enrollment Summary

2024-2025

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	476	471	-	-	-	-	-	-	-	Resident	45	49							
Rossman	478	474	-	-	-	-	-	-	-	Non-Resid.	12	11							
Totals	954	945	-	-	-	-	-	-	-	Total	57	60							

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	213	212	-	-	-	-	-	-	-	Resident	18	28							
Gr. Seven	199	198	-	-	-	-	-	-	-	Non-Resid.	10	11							
Gr. Eight	211	208	-	-	-	-	-	-	-	Total	28	39							
Totals	623	618	-	-	-	-	-	-	-										

Senior High									
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Gr. Nine	214	207	-	-	-	-	-	-	-
Gr. Ten	206	199	-	-	-	-	-	-	-
Gr. Eleven	187	182	-	-	-	-	-	-	-
Gr. Twelve	206	208	-	-	-	-	-	-	-
Subtotals	813	796	-	-	-	-	-	-	-
PSEO-FT	0	-	-	-	-	-	-	-	-
PSEO-PT	0	-	-	-	-	-	-	-	-
Totals	813	796	-	-	-	-	-	-	-



Detroit Lakes Public Schools Elementary Grade Sections 2024-2025

Month: October

		Roosevelt		Rossman		Grade Average
Kindergarten						22.00
	Section 1&3	21	20	23	23	
	Section 2&4	21	23	24	21	
	Section 5					
Building Average		21.25		22.75		
Grade 1						20.67
	Section 1&3	23	22	21	21	
	Section 2&4	22	21	20	17	
	Section 5			19		
Building Average		22.00		19.60		
Grade 2						22.75
	Section 1&3	23	24	23	22	
	Section 2&4	23	22	22	23	
	Section 5					
Building Average		23.00		22.50		
Grade 3						23.63
	Section 1&3	23	22	24	25	
	Section 2&4	24	23	24	24	
	Section 5					
Building Average		23.00		24.25		
Grade 4						24.25
	Section 1&3	25	25	24	24	
	Section 2&4	24	25	24	23	
	Section 5					
Building Average		24.75		23.75		
Grade 5						23.50
	Section 1&3	23	24	23	23	
	Section 2&4	24	23	23	25	
	Section 5					
Building Average		23.50		23.50		

The district class size average for K-5 is:

19.99

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, 2024**

Roosevelt					
Grade	Current	Previous (Sept)	Opening Day	Sections	Per Section
K	85	84	84	4	21.3
1	90	89	89	4	22.5
2	93	95	95	4	23.3
3	95	96	96	4	23.8
4	99	99	99	4	24.8
5	94	97	97	4	23.5
RSVT Total	556	560	560	24	23.2
Difference		(4)	(4)		Avg/section

Rossman					
Grade	Current	Previous (Sept)	Opening Day	Sections	Per Section
K	91	91	91	4	22.8
1	98	101	101	5	19.6
2	90	88	88	4	22.5
3	97	99	99	4	24.3
4	95	95	95	4	23.8
5	94	95	95	4	23.5
RSM Total	565	569	569	25	22.6
Difference		(4)	(4)		Avg/section

Middle School			
Grade	Current	Previous (Sept)	Opening Day
6	212	213	213
7	198	199	199
8	208	211	211
MS Total	618	623	623
Difference		(5)	(5)

High School			
Grade	Current	Previous (Sept)	Opening Day
9	207	214	214
10	199	206	206
11	182	187	187
12	208	206	206
HS Total	796	813	813
Difference		(17)	(17)

Online	
Grade	Current
9	3
10	5
11	14
12	17
Total Online	39
Opening Day	24
Sept 2024	24

District Wide Summary			
Pre-K	50		
K	176		
1	188		
2	183		
3	192		
4	194		
5	188		
	945		
6	212		
7	198	Laker Online	39
8	208	Transitions	18
	618	Rossman	565
		Roosevelt	556
9	210	DLMS	618
10	212	DLHS	796
11	213	ALC	60
12	278	PSEO	-
	913	Pre-K	50
Total	2,702	Monthly Total	2,702

Comparisons	
Last Month Report	2,714
Difference	(12)
2024-25 Opening Day	2,714
Difference	(12)

Pre K ADM*	50
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State of the District
ANNUAL REPORT
2023-24



REPORT CONTENTS

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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

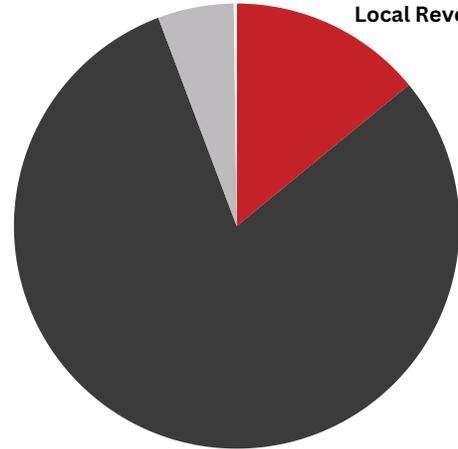
FINANCE

2024-25 GENERAL FUND REVENUE BY MAJOR SOURCE

Local Revenues	\$6,140,865	14.1%
State Revenues	\$35,036,138	80.2%
Federal Revenues	\$2,410,000	5.5%
Other Revenues	\$90,000.00	0.2%
<hr/>		
Total Revenues	\$43,677,003	

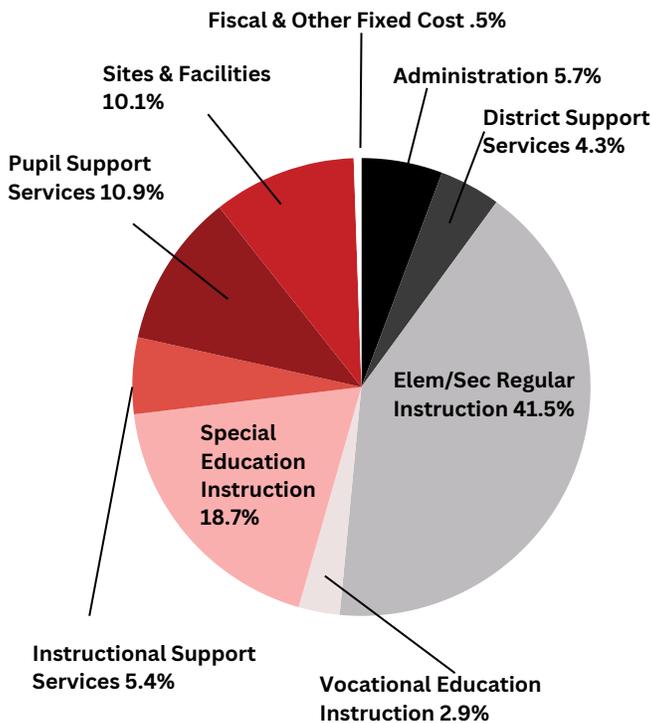
Federal Revenues 5.5 %

Local Revenues 14.1 %



State Revenues 80.2 %

2024-25 GENERAL FUND EXPENDITURES BY PROGRAM



Administration	\$2,495,642	5.7%
District Support Services	\$1,881,110	4.3%
Elem/Sec Regular Instruction	\$18,078,812	41.5%
Vocational Education Instruction	\$1,265,843	2.9%
Special Education Instruction	\$8,140,171	18.7%
Instructional Support Services	\$2,353,918	5.4%
Pupil Support Services	\$4,737,175	10.9%
Sites & Facilities	\$4,402,800	10.1%
Fiscal & Other Fixed Cost	\$235,000	0.5%
<hr/>		
Total Expenditures	\$43,590,471	

2024-25 General Fund Revenues - \$43,677,003

2024-25 General Fund Expenditures - \$43,590,471

COMMUNITY EDUCATION



EARLY CHILDHOOD AND FAMILY EDUCATION (ECFE)

34 Classes

489 Students



LITTLE LAKER PRESCHOOL

6 Classes

92 Students



ENRICHMENT FOR YOUTH & ADULT

47 Classes

506 Students

- Added Esports for Middle School and High School



DRIVERS EDUCATION

9 Classes

260 Students



ADULT BASIC EDUCATION

47 Classes

578 Enrollees
258 Participants

12 Sites and Online

Participant = 12+ hours of attendance



This program was formerly known as LatchKey. The sites are located at Rossman and Roosevelt.

2023 SUMMER:

89 Students

23-24 SCHOOL YEAR:

111 Students

FACILITIES



ROOSEVELT ELEMENTARY

CONSTRUCTED: 1990
SQUARE FEET: 112,690
REMODELED: 2021



ROSSMAN ELEMENTARY

CONSTRUCTED: 1951
SQUARE FEET: 91,765
REMODELED: 2020



DETROIT LAKES MIDDLE SCHOOL

CONSTRUCTED: 1977
SQUARE FEET: 156,246
REMODELED: 2021



DETROIT LAKES HIGH SCHOOL

CONSTRUCTED: 1957
SQUARE FEET: 249,803
REMODELED: 2022



AREA LEARNING CENTER

CONSTRUCTED: 2014
SQUARE FEET: 14,263



LAKER TRANSITIONS

CONSTRUCTED: 2021
SQUARE FEET: 9,417



DISTRICT OFFICE

CONSTRUCTED: 1934
SQUARE FEET: 8,696



LINCOLN EDUCATION CENTER

CONSTRUCTED: 1961
SQUARE FEET: 13,234

STUDENTS

TOTAL STUDENTS

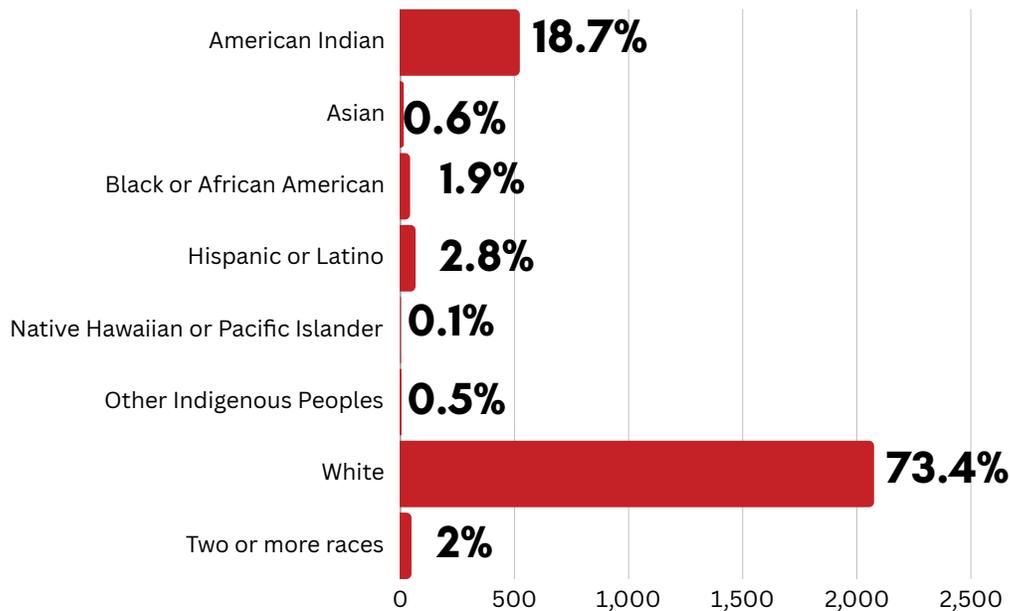
2,797

DLHS GRADUATION RATE

89.3

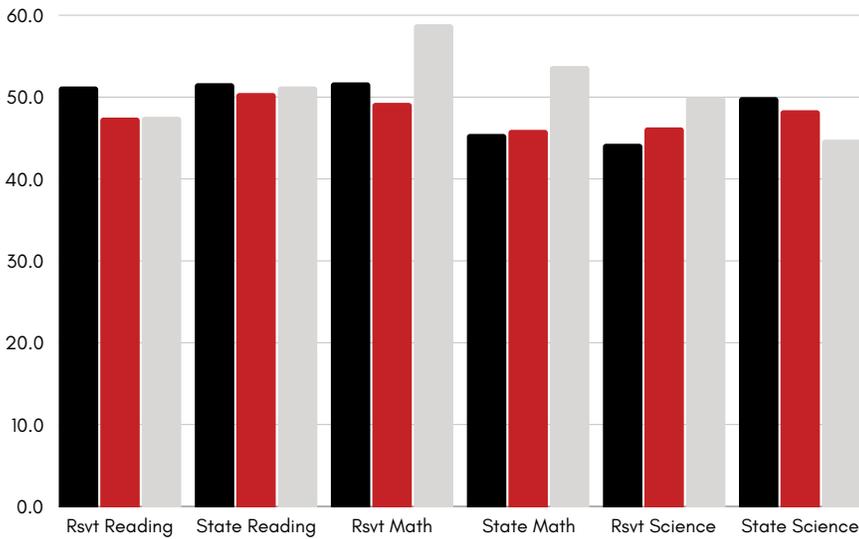
STATE GRADUATION RATE: 83.3%

ENGLISH LEARNERS	1.1%
SPECIAL EDUCATION	22.4%
HOMELESS	2.4%
FREE/REDUCED MEAL PRICES	44.9%



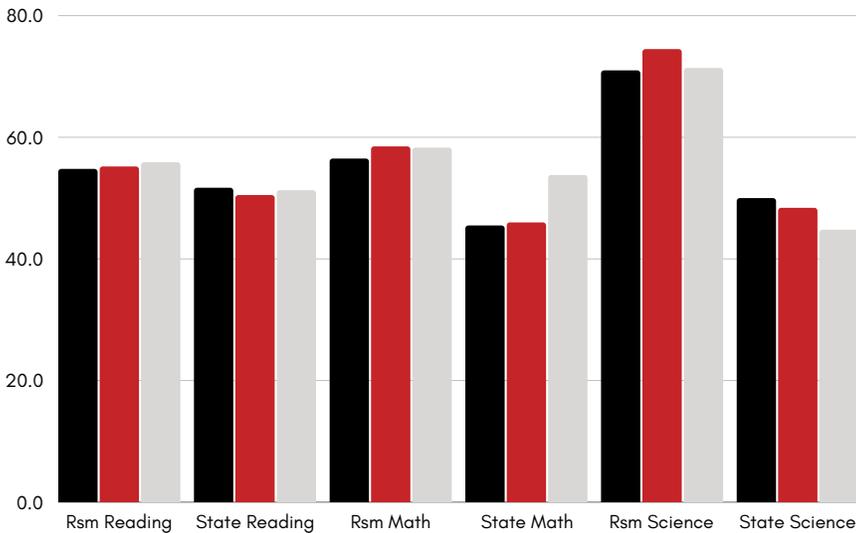
ACHIEVEMENT

ROOSEVELT ELEMENTARY



	2022	2023	2024
Rsvt Reading	51.3	47.5	47.6
State Reading	51.7	50.5	51.3
Rsvt Math	51.8	49.3	58.9
State Math	45.5	46	53.8
Rsvt Science	44.3	46.3	50
State Science	50	48.4	44.8

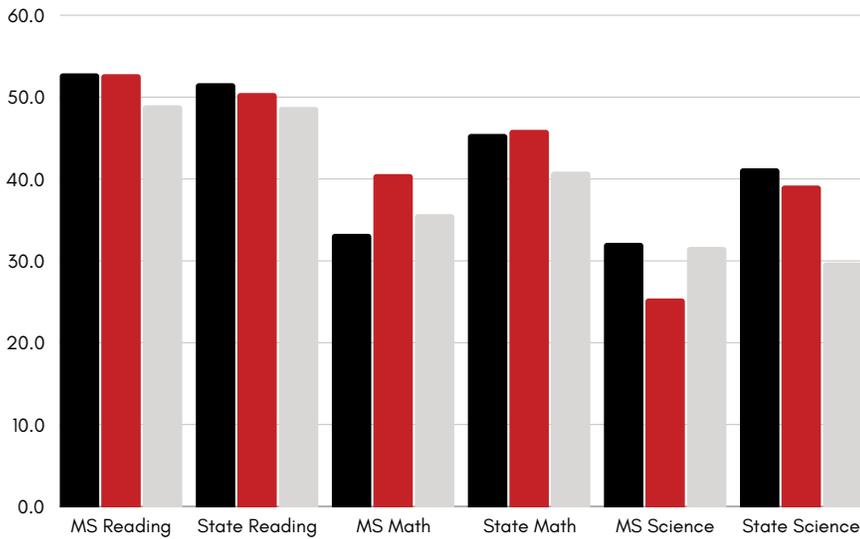
ROSSMAN ELEMENTARY



	2022	2023	2024
Rsm Reading	54.8	55.2	55.9
State Reading	51.7	50.5	51.3
Rsm Math	56.5	58.5	58.3
State Math	45.5	46	53.8
Rsm Science	71	74.5	71.4
State Science	50	48.4	44.8

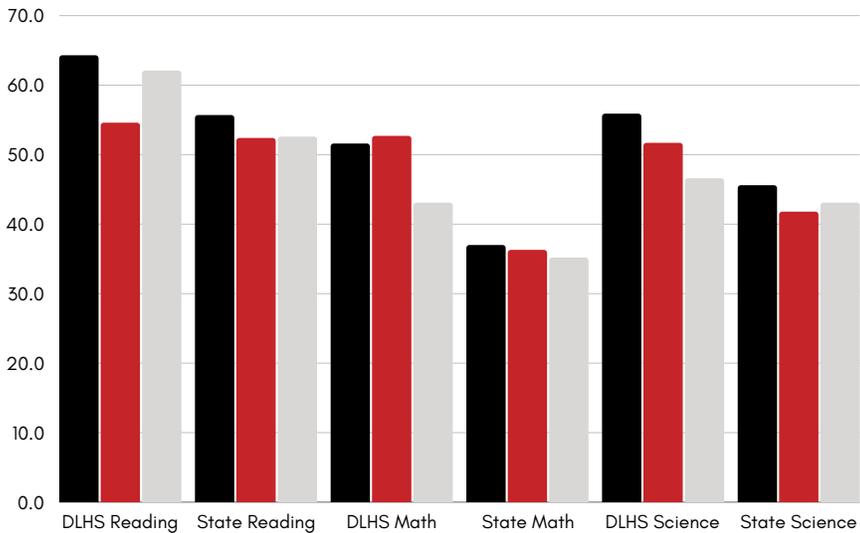
ACHIEVEMENT

DETROIT LAKES MIDDLE SCHOOL



	2022	2023	2024
MS Reading	52.9	52.8	49
State Reading	51.7	50.5	48.8
MS Math	33.3	40.6	35.7
State Math	45.5	46	40.9
MS Science	32.2	25.4	31.7
State Science	41.3	39.2	29.8

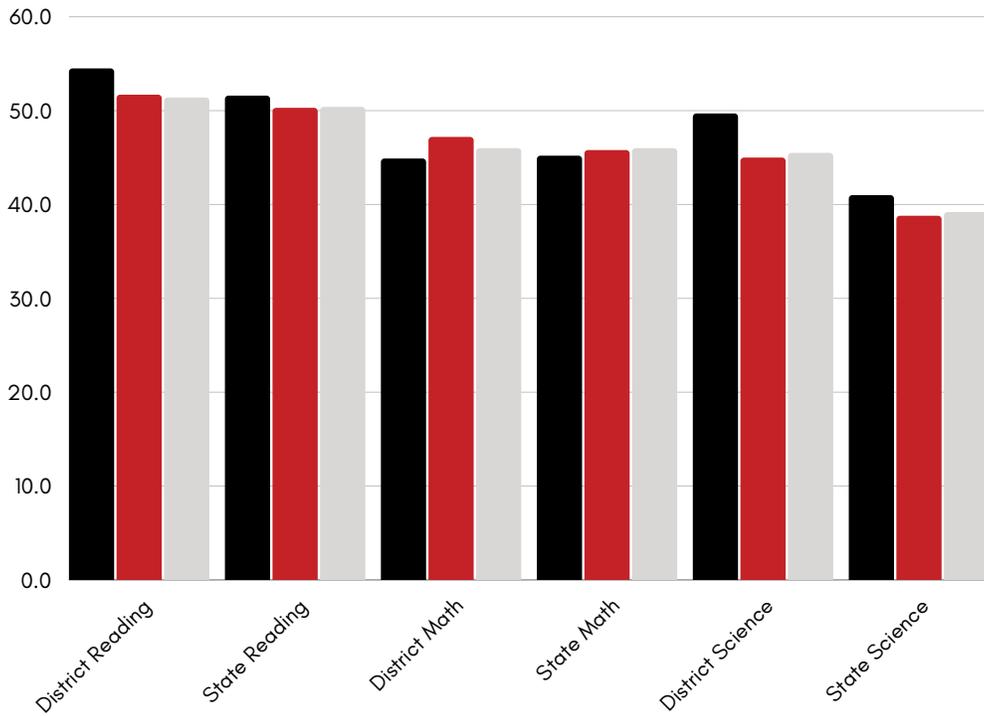
DETROIT LAKES HIGH SCHOOL



	2022	2023	2024
DLHS Reading	64.3	54.6	62.1
State Reading	55.7	52.4	52.6
DLHS Math	51.6	52.7	43.1
State Math	37	36.3	35.2
DLHS Science	55.9	51.7	46.6
State Science	45.6	41.8	43.1

ACHIEVEMENT

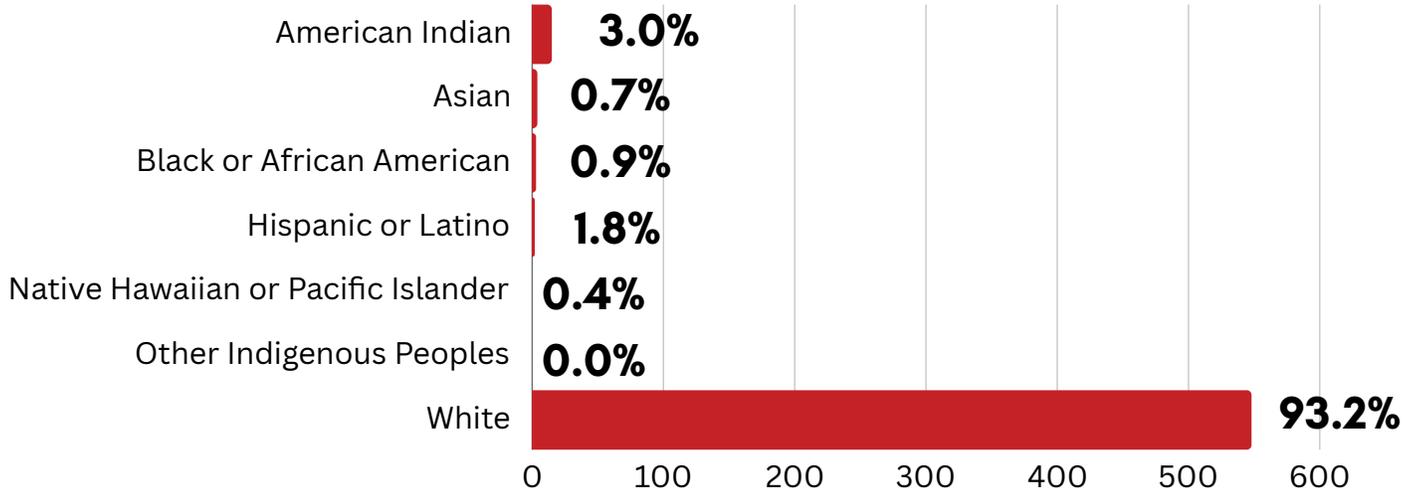
DETROIT LAKES PUBLIC SCHOOLS - DISTRICTWIDE



	2022	2023	2024
District Reading	54.5	51.7	51.4
State Reading	51.6	50.3	50.4
District Math	44.9	47.2	46
State Math	45.2	45.8	46
District Science	49.7	45	45.5
State Science	41	38.8	39.2

STAFF

STAFF: 562



ROOSEVELT ELEMENTARY

CERTIFIED TEACHERS: 50

FULL-TIME COUNSELORS: 1

ROSSMAN ELEMENTARY

CERTIFIED TEACHERS: 48

FULL-TIME COUNSELORS: 1

DETROIT LAKES MIDDLE SCHOOL

CERTIFIED TEACHERS: 45

FULL-TIME COUNSELORS: 2

DETROIT LAKES HIGH SCHOOL

CERTIFIED TEACHERS: 60

FULL-TIME COUNSELORS: 3

AREA LEARNING CENTER

CERTIFIED TEACHERS: 7

FULL-TIME COUNSELORS: 1

LAKER TRANSITIONS

CERTIFIED TEACHERS: 12

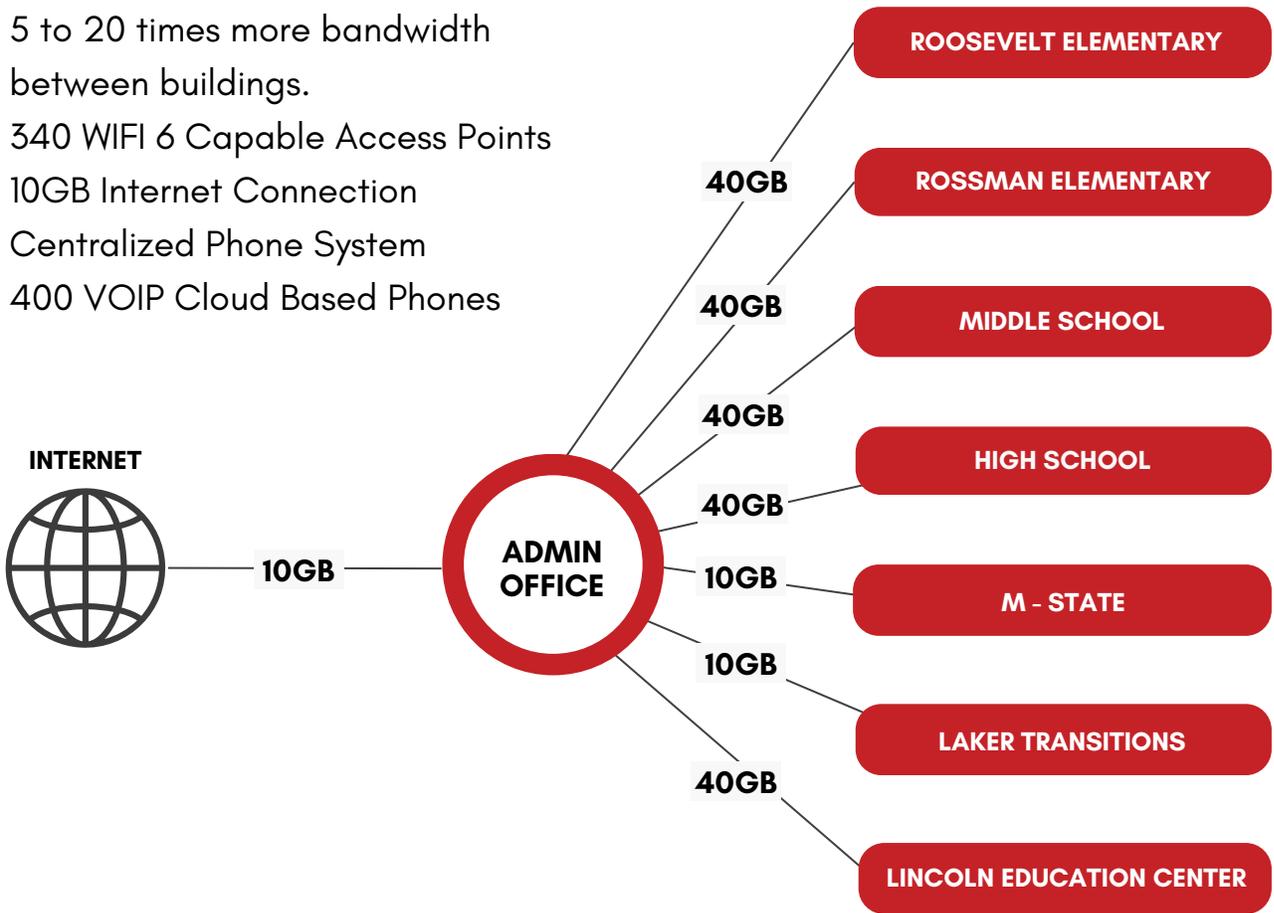
LINCOLN EDUCATION CENTER

SCHOOL READINESS: 4

TECHNOLOGY

NETWORK INFRASTRUCTURE UPDATE 2022-23

- 5 to 20 times more bandwidth between buildings.
- 340 WIFI 6 Capable Access Points
- 10GB Internet Connection
- Centralized Phone System
- 400 VOIP Cloud Based Phones



DIGITAL CLASSROOM DISPLAYS

183 Under 2 Years Old
Replacing 10+ Year Old Displays

STAFF & STUDENT DEVICES

Over 3,000 Wireless Devices



ACTIVITIES

LAKER ACTIVITIES BUILDING CHAMPIONS IN LIFE

Laker activities strive to develop young adults who are respectful, responsible committed teammates.

Detroit Lakes Public Schools is committed to making extracurricular activities available and accessible, our activities fees are historically some of the lowest in the state.

DETROIT LAKES HIGH SCHOOL

Detroit Lakes High School (DLHS) had 82% of our students participate in one or more activity during the 2023-24 school year. DLHS is proud to offer over 50 activities for our students to participate in. This includes Fine Arts, Athletics, and Clubs/Organizations.

82% DLHS STUDENTS PARTICIPATED ONE OR MORE ACTIVITY

DETROIT LAKES MIDDLE SCHOOL

Detroit Lakes Middle School students are active and involved in the 2023-24 school year 74.6 percent of our students in grades 7 & 8 participated in one or more sport at the middle school level. Coupled with our strong fine arts programs and student council we are well in excess of 80 percent of our students participating in at least one activity with most doing multiple. We are proud of our outstanding participation numbers and specifically, the large number of students who participate in multiple activities throughout the year. DLMS strives to have as many students as possible involved and participating.

80% DLMS STUDENTS PARTICIPATED ONE OR MORE ACTIVITY

DLHS AND DLMS MSHSL ATHLETIC ACTIVITIES

Adapted Bowling 1A	Hockey 8A (B-G)
Alpine Skiing 5A	Nordic Skiing 8A (B-G)
Baseball 8AAA	Robotics 1A
Basketball 8AAA (B-G)	Soccer 8AA (B-G)
Cheer 1A	Softball 8AAA
Cross Country 8AA (B-G)	Swimming 5A (G 8A) (B-G)
Danceline 4AA	Tennis 8AA (B-G)
Field & Track 8AA (B-G)	Trapshooting 1A
Football 8AAAA	Volleyball SAAA
Golf 8AAA (B-G)	Wrestling 8AA
Gymnastics 8A	

DLHS MSHSL FINE ARTS ACTIVITIES

Choir 8AA	One Act Play 8AA
Jazz Band 8AA	Speech 8AA

DLHS NON-LEAGUE ACTIVITIES

BPA	National Honor Society
Drum & Dance Team	Native American Club
FA	Pep Band
Fall Musical	Prom Committee
Knowledge Bowl	Spring Play
Laker Singers	Student Council
Math-Contest	Yearbook

DLHS VOLUNTEER GROUPS

Interact	PaY
Key Club	Sidekicks'
Link Crew	Targét

DLMS FINE ARTS

Band	Fall Musical
Choir	Speech
Drama	

DLMS ACTIVITIES

Drum & Dance Team	Student Council
Math-Contest	

ROOSEVELT ELEMENTARY

Roosevelt Elementary School serves approximately 580 students in Kindergarten through 5th grade. The building has undergone several additions and remodels through the years, with the largest being completed in 2021. It included updated areas including a gymnasium, office, health office, several classrooms, and cafeteria.

Roosevelt's school day begins at 8:15 am with morning announcements and is followed by morning meetings in each classroom. Academic instruction continues throughout the day and concludes at 3:25 pm.

Roosevelt provides students with a caring and supportive learning environment that enables them to achieve success in academic knowledge and social/emotional growth. Core instruction includes reading and mathematics, along with science, social studies, health, physical education, music, and art. Instruction is combined with differentiated intervention programming. Interventions include STEAM-based and art opportunities, math and reading support, special education programming, and after-school extension programming.

Roosevelt Elementary staff understand that fostering a positive school and classroom climate by building trusting relationships with students is essential. Universal practices include a trauma-informed approach when providing behavioral assistance. PBIS framework (Positive Behavior Interventions and Supports) has been fully implemented and it aligns with the school building goals, academic instruction, student management and professional development.

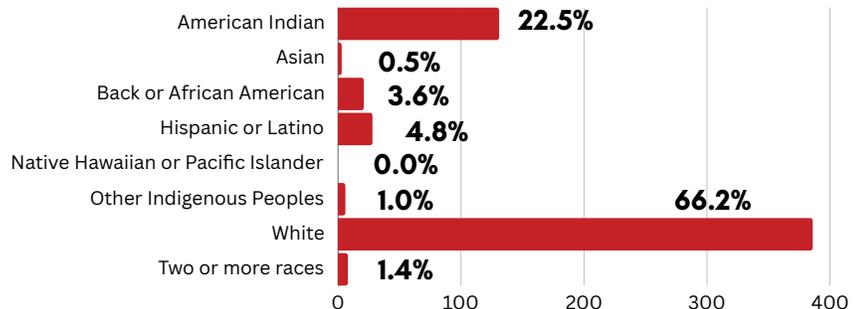


ADMINISTRATION: Trisha Mariotti, Principal
tmariotti@detlakes.k12.mn.us

STUDENTS

GRADES K-5: 583 students

ENGLISH LEARNERS	2.4%
SPECIAL EDUCATION	23.3%
HOMELESS	2.2%
FREE/REDUCED MEAL PRICES	55.2%



ROSSMAN ELEMENTARY

Rossman Elementary is located conveniently two blocks from the lake on Rossman Avenue. The building was originally constructed in the 1950's and underwent a major renovation in 2019. Improvements included a new front office, several new classrooms, a new Kindergarten wing, new cafeteria, commons, media center, music, art space, and a beautiful new gymnasium.

Rossman Elementary serves students K-5 and provides balanced academic programming to meet the unique needs of every learner. Core academics instruction includes reading, math, science, social studies, physical education, music, art, and STEAM. Intervention services and programming support the varied student needs academically, socially/emotionally, and behaviorally.

The Rossman school community cultivates positive relationships, mutual respect, and responsibility and ownership of actions and behaviors within a safe and caring learning environment. The Positive Behavior Interventions and Supports (PBIS) framework used at Rossman Elementary focuses on three expectations: Kind, Safe, Ready. The teaching, modeling, and promoting of PBIS expectations directly connects to our building goals, academic instruction, student management practices, and professional development focus.

Student progress reports are shared with parents at the end of each trimester. Growth and performance are monitored through various measures to ensure each student is making progress and working toward grade-level standards.

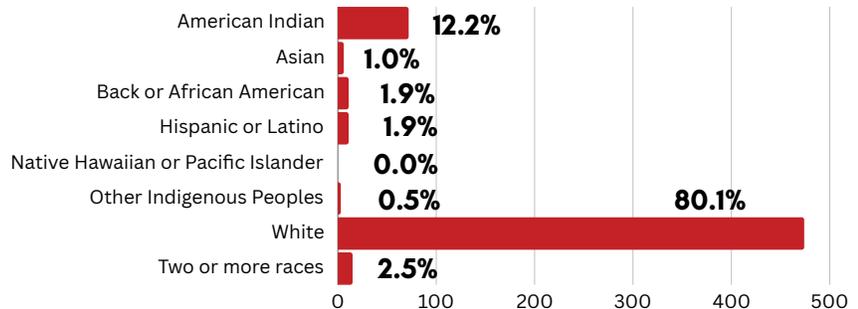


ADMINISTRATION: Emily Sternberg, Principal
esternberg@detlakes.k12.mn.us

STUDENTS

GRADES K-5: 592 students

ENGLISH LEARNERS	0.8%
SPECIAL EDUCATION	25.2%
HOMELESS	2.7%
FREE/REDUCED MEAL PRICES	40.9%



DETROIT LAKES MIDDLE SCHOOL

Detroit Lakes Middle School is a 154,000 square foot building built in 1979 and houses approximately 610 students in grades 6-8. A major remodel was completed at the end of the 2020-2021 school year, with almost every area being rejuvenated.

The Middle School day begins at 8:20 with a 24 minute Primetime(advisor/advisee) period. The day ends at 3:30.

Students are assigned to one of three learning teams at the 6th grade level. At the 7th & 8th grade level, there is one 7th grade team, one 8th grade team, and one 7th/8th grade combination team.

Language arts, mathematics, science, and social studies are taught as year-long courses at all three grade levels. Art, Healthy Living, or Technology Applications teachers rotate between the grade level teams on a trimester (12-week) rotation. All students have physical education every day. Students can choose to be in band and choir and, if not in either of these, will have reading exploration as 6th graders or industrial technology as 7th and 8th graders.

The Middle School uses trimester (12 week) grading periods with progress reports going home at midterm of each trimester for 7th and 8th grade students. The Middle School also utilizes standards-based grading based on a four-point mastery scale with "4" being Exemplary, "3" being Meets Standard, "2" being Partially Meets Standard, and "1" being "Does Not Meet Standard." A value of "0" stands for No Evidence of mastery.

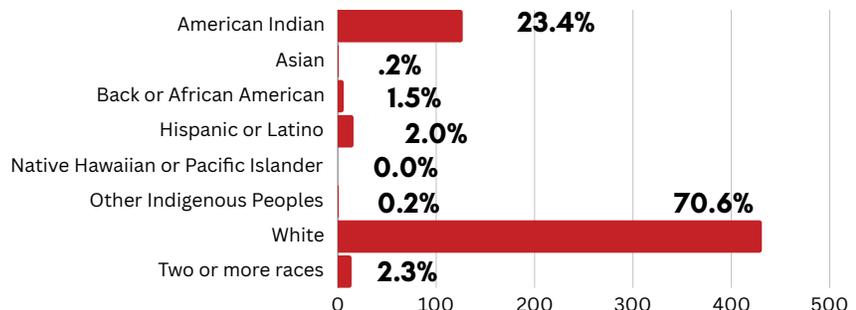


ADMINISTRATION: Mike Suckert, Principal
msuckert@detlakes.k12.mn.us

STUDENTS

GRADES 6-8: 615 students

ENGLISH LEARNERS	0.2%
SPECIAL EDUCATION	16.3%
HOMELESS	1.1%
FREE/REDUCED MEAL PRICES	43.3%



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DETROIT LAKES HIGH SCHOOL

Detroit Lakes High School (DLHS) is a 263,220-square-foot building built in 1957 that houses approximately 851 students in grades 9-12. A major remodel was completed between the 2020-22 school years. New additions completed include a Freshman Wing, a new Field House, Family and Consumer Science and Art rooms, and a Commons area. Renovations were completed in the CTE wing, main academic area, and weight room.

DLHS employs an eight-period modified block schedule. Students attend 7, 50-minute periods three days during the week and four odd/even block periods that are 90 minutes each on Wednesday and Thursday. This also includes academic intervention time that is built into the school day on three days each week. The academic calendar is divided into semesters, ensuring a comprehensive and structured learning experience.

DLHS offers rigorous college preparatory academic coursework in mathematics, language arts, social studies, and science, in addition to a multitude of opportunities in physical education, art, music, CTE, and pathway courses that are tied directly to over 90 business and community partners. Students also embark on a journey of work-based learning from their freshman year through their senior year. This encompasses a wide spectrum of experiences, including career fairs, job shadowing, mock interviews, guest lectures, industry-focused field trips, and immersive internships. DLHS also offers advanced coursework opportunities in multiple academic areas including Concurrent Enrollment (CE), Advanced Placement (AP), and Post Secondary Enrollment Options (PSEO). Over 60% of our students participate in athletics, activities, and fine arts programs each year.



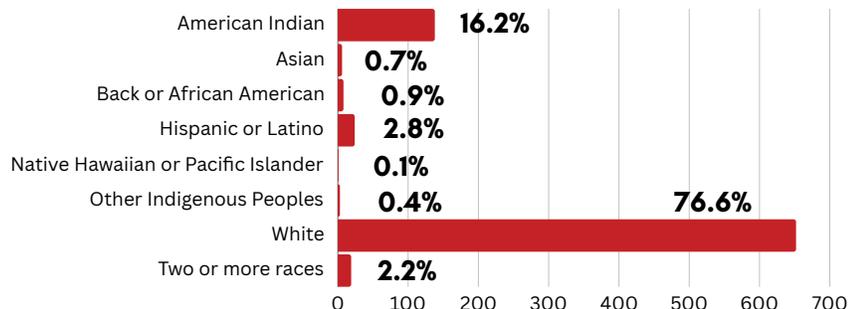
ADMINISTRATION: Josh Omang, Principal
jomang@detlakes.k12.mn.us

STUDENTS

GRADES 9-12: 851 students

GRAD RATE: 89.3%

ENGLISH LEARNERS	1.2%
SPECIAL EDUCATION	17.3%
HOMELESS	2.8%
FREE/REDUCED MEAL PRICES	37.7%

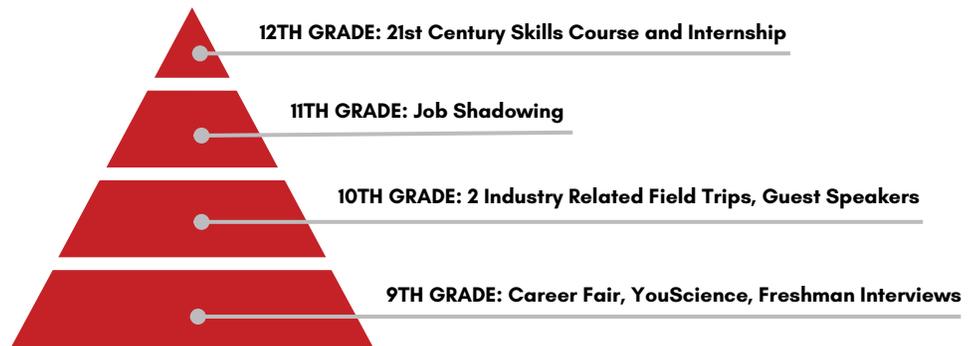


DETROIT LAKES HIGH SCHOOL



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 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 students at DLHS. In addition, many of these partners serve on 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: The Human Service Pathway at DLHS offers a unique opportunity for students interested in Early Childhood Development, Education, and Culinary arts. Students work on real-life culinary projects, are able to earn a CDA certification and gain college credit for Introduction to Teaching through MSUM.

Health Sciences: 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: The Production Pathway at DLHS offers students a unique opportunity to gain hands-on experience and skills in engineering design, manufacturing, building trades, and agriculture. Students are exposed to the Siemens Engineering curriculum, have access to the latest technology, and create impressive projects in wood, vinyl decals, and laser engraving.

Business and Information Technology: The Business and IT pathway at DLHS offers students a comprehensive education in business and technology fields, preparing them for various career opportunities. Students apply skills learned in this pathway to compete in Business Professionals of America and create real-world projects using text, symbols, and digital imagery. Students have various internship options available to them in this pathway, providing valuable exposure to real-world business and IT environments.

AREA LEARNING CENTER

Detroit Lakes Area Learning Center (DLALC) first opened its doors September 4th, 2001. In 2015, the ALC acquired approximately 7,360 square feet of space from M State to use for the many programs that the ALC offers.

The DLALC approach to students and families is singular, strategic, and with one fundamental purpose: Identify what is getting in the way of a student being successful academically or socially and create interventions based on the findings to support growth. The DLALC was created to support multiple needs that include chemical and mental health issues, attendance, pregnant and parenting teen needs, credit recovery, regional afterschool programming (K-12), and regional summer school (K-12). Detroit Lakes is home to one of six Recovery Schools in the state of Minnesota. It serves students who have successfully completed an in or out-patient treatment program and have a sincere desire for a clean and sober lifestyle. The Teen Age Parent Program (TAPP) serves students who are pregnant and/or parenting.

The DLALC begins the day at 8:15 with a 30 minute advisor period and ends at 3:30. We have one additional period after school that runs from 3:30 until 4:30 that accommodates our credit recovery program. Classes are broken up into quarters throughout the year to make sure we are accommodating the needs of our students. DLALC serves approximately 60 students face to face but attendance fluctuates throughout the year. We also run the E-Laker high school that serves approximately 30 students in and around the Detroit Lakes area.



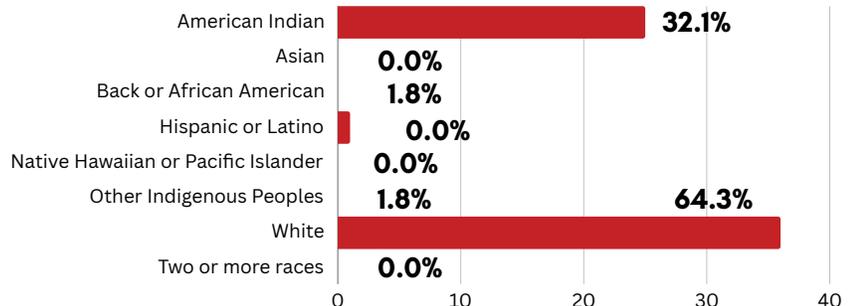
ADMINISTRATION: Brandon Schlenner, Principal
bschlenner@detlakes.k12.mn.us

STUDENTS

GRADES 9-12: 56 students

GRAD RATE: 39.4%

ENGLISH LEARNERS	0.0%
SPECIAL EDUCATION	10.7%
HOMELESS	7.1%
FREE/REDUCED MEAL PRICES	66.1%



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LAKER TRANSITIONS

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 LIFE

Project LIFE is a comprehensive transition program that combines classroom and life skill education with authentic work experiences to prepare students with disabilities for a self-determined future. Paired with Project SEARCH® as a final year, employment outcomes are well above the national average for persons with disabilities. Project LIFE provides two levels of a transition-focused course of study. Classroom instruction for both levels develops skills for future employment, daily living, participation in the community, self-determination, social communication, personal financial literacy, and basic and safe use of technology.

Project SEARCH

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.



ADMINISTRATION: Karen Nudell, Director of Special Education
knudell@detlakes.k12.mn.us

FACILITATOR: Wendy Fritz, Transition Facilitator
wfritz@detlakes.k12.mn.us

Laker Trek

Laker Trek is a multi-year transition program designed to support students with higher needs who receive special education services and have completed their senior year of high school. The program focuses on vocational and independent living skills with the end goal being successful transition to life after public education.

PAES LAB: PRACTICAL ASSESSMENT EXPLORATION SYSTEM

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.

STUDENTS

ADULT AGED 18-21: 17 students

PAES LAB: 40-50 students

ADMINISTRATION

MEET the SCHOOL BOARD



John Steffl
Chairperson



Amy Erickson
Vice Chairperson



April Thomas
Clerk



Mary Rotter
Treasurer



Michelle Okeson
Director



Ethan Walz
Director

MEET the DISTRICT CABINET



Mark Jenson
Superintendent



Jason Kuehn
*Director of Finance and
Operations*



Renee Kerzman
*Director of Curriculum,
Instruction, and Technology*



Karen Nudell
*Special Education
Director*



Katrena Lende
*Executive Assistant to
the Superintendent*



MEETING NOTES

ISD 22 District Advisory Committee (DL-DAC)

Date: October 7, 2024 Time: 4:45-6:00 PM

ATTENDEES:

Heidi Evans, Mark Jenson, Mickey Okeson, Rhonda Fode, Jill Perkins, Josh Omang, Trish Mariotti, Tyler Fode, Toni Bristlin, Kym Westholter, Tom Trowbridge, Lindsay Jacobus, Gery Gencheva, Jamie McDougall, Megan Smith Tiffany Hoggarth, Josh Hochgraber, Renee Kerzman

1) Purpose of the DL-DAC

- a) An overview of the DL-DAC's role in advising on instructional topics within the district, including standards, assessments, and their implementation, was provided. Additionally, the committee advises on parent engagement planning related to Title programs and provides input on the Achievement and Integration Plan, as well as the Striving for Comprehensive Achievement and Civic Readiness Report.
- b) Questions and discussions about the purpose of this committee took place, with everyone sharing why they wanted to serve on it.

2) What is the Role of Local School Districts in Academic Standards?

- a) An overview of Minnesota Statute was given, with discussions regarding what the state mandates versus what local school districts decide.
- b) Standard Implementation Process – The committee viewed the online MDE site used for implementing state standards. A discussion followed regarding the process used by DLPS, as noted in the *Striving for Comprehensive Achievement and Civic Readiness Report*.

3) Science Updates

- a) Rhonda Fode, instructional coach, demonstrated what "phenomena" means in the context of the new science standards. Renee Kerzman presented the new course alignment to update standards as directed by MDE.

4) Reading to Ensure Academic Development (READ) Act Update

- a) An explanation of the READ Act was given, followed by a discussion of the training plans. Renee Kerzman shared that EC-5 teachers and EC-12 Special Education teachers are learning about the Science of Reading by participating in extensive professional development throughout the year. Remaining teachers will be trained; however, the district is awaiting guidance from MDE.

5) Striving for Comprehensive Achievement and Civic Readiness Report

- a) Members were asked to preview documents. Discussion focused on the goals and centered around parent engagement ideas.

6) Title I input

- a) A discussion was held on enhancing parent involvement, specifically for Middle School and Roosevelt, as these are the schools with Title I plans. Trish Mariotti, Roosevelt Principal, shared past practices. Parents provided unique ideas and suggestions, including:
 - i) Zoom meetings
 - ii) Morning breakfast gathering
 - iii) Book study such as – (The Anxious Generation)

7) Open Q & A discussion. Reminder was given to write down and questions that members want discussed at the next meeting.

8) Adjournment at 6:00 pm.

Upcoming Meeting Date

- February 3, 2025

**INDEPENDENT SCHOOL DISTRICT #22
FINANCE COMMITTEE MEETING AGENDA
Finance Committee Meeting - October 24, 2024**

Members Present:

Mickey Okeson Mary Rotter Ethan Walz Mark Jenson Jason Kuehn

A Finance Committee Meeting was held on Thursday, October 24th in the District Office Conference Room. The agenda was as follows:

1. Fund Balances Review

Director of Finance Kuehn reviewed the fund balances through the month of 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 14th and October 28th.

3. District Cash & Investment Summary

The committee reviewed the district's investment portfolio as of 9/30/2024.

4. Other Topics

Kuehn reviewed Student Activity Account balances, as well as a Staffing Proposal request for the District Transportation Department and lease agreement with MSTATE for the DLHS Robotics program. The committee recommends approval for an additional district-wide Type III driver and lease agreement with MSTATE for the DLHS Robotics program.

Next Meeting: Thursday, November 21, 2024 (District Office Conference Room)



Wellness Committee Minutes
Wednesday, October 23, 3:45-4:30 pm
Middle School Collaborative Meeting Space

- 1) Triennial Assessment Recap- Food Service**
- 2) Wellness Action Plan Reviewed**
- 3) MS Student Phone Policy feedback shared. Comet, MS comfort dog, doing well and had his school picture taken.**
- 4) HS anonymous tip line- receives tips regularly, 100 tips since implemented in 2021 (about 30/year).**
- 5) Elementary Food Program- Offer vs. serve, Rossman share table status**
- 6) Dental Update- Appletree Dental now at Essentia Detroit Lakes 1x/week**

Members Present: Anne Skjold, Rebecca Vinje, April Sunram, Karen Nitzkorski, Jane Neubauer, Mary Rotter, Jason Kuehn, Kylie Johnson