



DETROIT LAKES PUBLIC SCHOOLS

AGENDA

REGULAR SCHOOL BOARD MEETING

Monday, October 27, 2025 - 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 27, 2025 Regular School Board Meeting as presented.

V. RECOGNITIONS

Presenter: Steffl, Board Chair

A. Kathy Boelter — Congratulations on your Retirement as District Transportation/Operations Assistant following 26 years of dedicated service.

B. Jill Walter — HS Principal for being inquisitive, kind, cooperative, appreciative and complimentary.

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. \$50 from Noah's Home Furnishings for Laker Cupboard.

B. \$120 from Bell Bank Custom Card Program

C. \$435 from Kids and Parents Expo, hosted by Leighton Media for the Roosevelt Snack

Cupboard.

- D. \$500 from Bakke Lutheran Church for Laker Cupboard.
- E. \$5,000 from Detroit Lakes Community Foundation for a Wood Sander for the Laker Production Class.

F. Laker Cupboard

- 1. The Hunter Family- Snacks
- 2. Becker County Food Pantry- Snacks
- 3. Deonaka Fairbanks- Snacks
- 4. Anonymous donor- Various food items

VIII. PROGRAM PRESENTATIONS

Presenter:

- A. Civic Readiness

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 22, 2025 Regular School Board Meeting.
- B. Approve District Bills
- C. Approve District Hand Payable Bills
- D. Approve Personnel Agenda Items
- E. **Approve Second Reading of Policies:**
 - 1. 422- Policies Incorporated by Reference
 - 2. 423- Employee-Student Relationships
 - 3. 427- Workload Limits for Certain Special Education Teachers
 - 4. 432- Employee Use of Social Media
- F. Approve policies, 492, 502, 504, 505, and 508.
- G. Approve the Snow Removal Contract for Laker Transitions and Administration Building for the 2025-2026 school year.
- H. Approve the Snow Removal Contract for Rossman Elementary, Bus Garage, and Lincoln Education Center for the 2025-2026 school year.
- I. Approve the Snow Removal Contract for Detroit Lakes High School, Middle School, and Roosevelt Elementary.

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: Okeson, Board Treasurer

- 1. 501- School Weapons Policy
- 2. 503- Student Attendance
- 3. 507- Corporal Punishment and Prone Restraint

B. Building Goals

- 1. Rossman
Presenter: Emily Sternberg
- 2. Roosevelt
Presenter: Trish Mariotti
- 3. Middle School
Presenter: Mike Suckert
- 4. ALC
Presenter: Brandon Schlenner

- 5. High School
Presenter: Jill Walter

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 expulsion of a student from October 15, 2025, through October 15, 2026.
- B. Motion to Approve Fall 2025 Lane Changes.
- C. Motion to Approve the Striving for Comprehensive and Civic Readiness Plan for 2025-2026.
Presenter: Renee Kerzman, Director of Curriculum, Instruction, and Technology.
- D. Motion to Approve the Additional Staffing Request for 9th Grade Boys Basketball.
- E. Motion to Approve the Out-of-State Travel Request for Electric Lakers Robotics Team.

XII. ADMINISTRATIVE AND BOARD REPORTS

A. Superintendent Report

Presenter: Mark Jenson, Superintendent

1. District Updates

- a. State of The District

B. Board Committee and Representative Reports

- 1. Student Report
Presenter: Martin/Wilson, Student Board Representative
- 2. Finance Committee
Presenter: Okeson, Board Treasurer
- 3. SUP Coalition
Presenter: Okeson, Board Treasurer
- 4. BCCI
Presenter: Rotter, Vice Chair
- 5. Early Childhood Advisory
Presenter: Nelson, Director
- 6. District Advisory Committee
Presenter: Rotter, Vice Chair

XIII. UPCOMING EVENTS AND ACTIVITIES

Presenter: Steffl, Board Chair

- A. Transportation Committee — 10/28/25 11:00am District Office
- B. SUP Coalition — 11/04/25 9:00am High School
- C. Finance Committee — 11/11/25 9:00am DLHS Conference Room
- D. Policy Committee-11/12/25 7:00am Middle School.
- E. Powwow- 11/13/25 9:00am DLHS
- F. Regular School Board Meeting- 11/24/25 5:30pm City Hall.

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.



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

Regular School Board Meeting
Monday, September 22, 2025, 5:30 PM
City Hall ~ 1025 Roosevelt Ave, Detroit Lakes, MN, 56501

Present: John Steffl, Michael Walther, Julie Smith-Yliniemi, Mary Rotter, Sanford Nelson

Absent: None Michelle Okeson

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 Walther seconded by Smith-Yliniemi, to approve the agenda. Motion carried unanimously.

Recognitions

Sandra Scherer — Congratulations on your Retirement as District Administrative Assistant following 28 years of dedicated service.

Anne Skjold, Cindy Johnson, Tanya Jacobs, Tammy Fagerlie, Margaret Krueger, Deb Olk, Wendy Dahring, Gwen Daly, Natasha Dahring, Sandy Westrum, and Dennis Lachowitz for all of their hard work during our summer food program.

The Project SEARCH Essentia Health Detroit Lakes Public Schools program was given an Employment Outcome award from the national Project SEARCH program for achieving high rates of competitive employment for interns after completion of the program. The award was received this past summer at the National Project SEARCH conference, which Rachelle Isaacson, Project SEARCH instructor, attended. This award is given to programs whose graduating interns have a 70% employment rate 9 months post graduating. We had a 75% employment rate our inaugural Project SEARCH year 2023-2024 and a 100%! employment rate 2024-2025! Way to go Project SEARCH instructor - Rachelle Isaacson, Skills Trainer Beth Hedstrom, partners Essentia Health St. Mary's, Blue Sky, Inc., Vocational Rehabilitation Services, and Becker County Human Services!!

Also - HUGE Thank You to the businesses partnering with Project LIFE, providing work-based learning experiences for 15 interns, two - three hours per day!

Lakeshirts: Stickers, IT, Customer Service and SVS

Central Market: Deli and Bakery

Ecumen: Nutrition Services and Housekeeping

Snap Fitness

SJE, Inc.

Donations were made by the following:

- Chemistry Set from Anna Schmitz for the High School.
- 100 pairs of shoes from the Mark Knutson Shoes for Kids Legacy Fund.
- \$100.00 from Steve Fuhs for the Laker Cupboard.
- \$500.00 from Bell Bank for the Laker Cupboard.
- \$500.00 from Pete and Jayne Thielen for Laker Football Program.
- \$1,000.00 from The DL Jaycees for the Laker Cupboard.

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

- A. Approve the Minutes of the August 25, 2025 Regular School Board Meeting.
- B. Approve K-12 Computer Checks #710633-710722 and #710725-710840 for a total of \$586,102.67.
Approve Hand Payable Checks #710534-710538, #710623-710632, Voided Checks #709872, and #710134,

and Wire Transfers #14687-14688, #14694-14698, #14784-14821, #14825-14860, and #14862, in the amount of \$456,895.52. Approve Net Payroll Transfers on 8/15/25, 8/22/25 and 8/29/25 in the amount of \$390,773.13 for a total of \$1,433,771.32.

- C. Approve Personnel Agenda Items
- D. Approve Second Reading of Policies:
- E. 413- Harassment and Violence
- F. 414-Mandated Reporting of Child Neglect or Physical or Sexual Abuse.
- G. 418-Drug-Free Workplace/Drug-Free School
- H. 420-Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions.
- I. 506- K-12 Discipline and Violence Prevention.
- J. 522- Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process.
- K. 707- Transportation of Public School Students.
- L. 709- Student Transportation Safety Policy
- M. 722- Public Data and Subject Requests
- N. 806- Crisis Management Policy
- O. Approve policies: 421- Gifts to Employees and School Board Members, 424- License Status, 428- Substitute Teacher Pay.
- P. 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 16, 2026
- Q. Approve the Memorandum of Understanding between Detroit Lakes Public Schools and MAHUBE-OTWA Head Start for the 2025-2026 school year.
- R. Approve Second Reading of 2025-2026 ALC Student Handbook

Discussion was had on the following:

- 1. First Reading of 2025-2026 Student Handbooks:
 - a. Rossman
 - b. Roosevelt
 - c. Middle School
 - d. ALC
 - e. High School
- 2. August Board Meeting

Discussion was had on the following items:

- 1. First Reading of Policies:
- 2. Presenter: Walther, Board Director
- 3. 422- Policies Incorporated by Reference
- 4. 423- Employee-Student Relationships
- 5. 427- Workload Limits for Certain Special Education Teachers
- 6. 432- Employee Use of Social Media

A motion was made by Nelson, seconded by Smith-Yliniemie to approve Certification of Proposed 2025 Tax Levy Payable in 2026 for the 2026-2027 School Year.. Motion carried unanimously.

A motion was made by Smith-Yliniemie, seconded by Rotter to approve the Read Act Memorandum of Understanding between DLPS and EMDL for the periods of July 1, 2025 through June 30th 2027 and July 1, 2027 through June 30th, 2028. Motion carried unanimously.

A motion was made by Smith-Yliniemie, seconded by Walther to approve the Out-of-State Travel Request for FFA to the National FFA Convention. Motion carried unanimously.

Superintendent Jenson reported on happenings in the School District.

Student Reps gave a report.

Board Director Nelson gave an update on the Finance Committee.

Board Vice Chair Rotter gave an update on the Fundraising Committee

Board Chair Steffl announced the upcoming events.

A Motion was made by Walther, seconded by Smith-Yliniemi to Close the meeting pursuant to Minn. Stat. Sec. 13D.05, subd. 3(c): The School Board will develop or consider an offer to sell real property owned by the District. The Open Meeting Law, Minnesota Statutes Section 13D.05, subdivision 3(c), allows the School Board to close a meeting for the following purpose, among others: To develop or consider offers or counteroffers for the purchase or sale of real property. While in closed session, the Board will be reviewing an offer to sell the properties the District owns located at 220 and 204 Willow St. E, Detroit Lakes, MN 56501, Parcel ID Number 491451000, and 497066000. I will hereby entertain a motion to close this meeting for this purpose. Motion carried unanimously.

A motion was made by Smith-Yliniemi, seconded by ROTter to open the meeting. Motion carried unanimously.

A motion by Rotter, to adjourn the meeting at 6:50 PM, seconded by Smith-Yliniemi. Motion carried unanimously.

Respectfully submitted,

Julie Smith-Yliniemi, Clerk

PERSONNEL AGENDA

September 22, 2025

1) **Resignations:**

Jennifer Blanchard– Rossman Para, effective September 26, 2025.

Timmie Hansen– Roosevelt Special Education Para, effective August 26, 2025.

Mckenzie Kuehl– ECFE Paraprofessional, effective August 26, 2025.

Tanner Lane– Assistant Hockey Coach, effective September 8, 2025.

Abigail Maneval– Rossman Special Education Para, September 4, 2025.

Jennifer Reynolds– ECFE/SR Educational Assistant, September 21, 2025.

Katie Steinke– High School Special Education Para, effective September 1, 2025.

2) **Retirements:**

4) **Appointments:**

Rachel Anderson– Rossman Special Education Para, at the rate of \$18.20 per hour, working 37.5 hours per week, effective September 2, 2025.

Christopher Cotten– Roosevelt Custodian, at the rate of \$20.70 per hour, working 40 hours per week, effective August 29, 2025.

Vera Ferch– Roosevelt Special Education Para, at the rate of \$17.35 per hour, working 5.75 hours per day, effective September 7, 2025. *pending HQ Status

Kelly Gabriel Guida– Roosevelt Noon DUty/Education Assistant, at the rate of \$17.70 per hour, effective September 22, 2025. *pending HQ Status

Lori Haspel– Roosevelt Noon Duty/Educational Assistant, at the rate of \$17.35 per hour, working 20 hours per week, effective September 2, 2025.

Thea Haven-Farstad– Middle School Girls Tennis Coach, at the rate of \$1,368.56 per season, effective September 2, 2025.

Nicole Johnson– Roosevelt ECSE Para, at the rate of \$17.70 per hour, working 37.5 hours per week, effective September 2, 2025. *pending HQ Status

Shirley Janu– ABE Instructor, at the rate of \$36.19 per hour, working 32 hours per week, effective September 22, 2025.

Branson Lachowitzer– Central Kitchen Production Assistant, at the rate of \$19.50 per hour, working 22.5 hours per week, effective September 16, 2025.

Abby Leach– Middle School Boys Soccer Coach, at the rate of \$2,363.71 per season, effective September 2, 2025.

Abbey Miller– Rossman Laker Kids Assistant, at the rate of \$17.40 per hour, working up to 15 hours per week, effective September 2, 2025.

Mary Ann Nelmark– Rossman Laker Kids Assistant, at the rate of \$17.40 per hour, working up to 15 hours per week, effective August 26, 2025.

Mary Joy Pitchford– Roosevelt Custodian, at the rate of \$18.51 per hour plus \$1.00 per hour differential, working 29.75 hours per week, effective September 11, 2025.

Kristi Osland– High School Health Assistant, at the rate of \$17.35 per hour, working 25 hours per week, effective September 10, 2025.

Jordan Sawicki– E-Laker Instructor, at the rate of \$30 per hour, working 10 hours per week, effective September 2, 2025.

Wyatt Schlehr– High School Custodian, at the rate of \$20.70 per hour plus \$1.00 per hour differential pay, working 40 hours per week, effective August 25, 2025.

5) **Amended Assignment:**

Macy Bird– Laker Kids Assistant is amending her assignment from Roosevelt Summer Laker Kids to Rossman School Year Laker Kids, effective September 2, 2025.

Laura Blomseth– Title I/Noon Duty Para is amending her assignment from 5 hours per day to 5.5 hours per day, effective September 16, 2025.

Crystal Clay– Food Service Program Assistant is amending her assignment from no mileage stipend to \$52.27 per month, effective September 1, 2025.

Jason Collins– Confidential Head Custodian is amending his assignment from Middle School to Middle School and Roosevelt, effective September 1, 2025.

Jaxon Cornwell– Laker Kids Assistant is amending his assignment from Roosevelt Summer Laker Kids to Roosevelt School Year Laker Kids, effective September 2, 2025.

Carter Hanks– Lincoln Extended Care is amending his assignment to Roosevelt School Year Laker Kids Assistant, effective September 2, 2025.

Matie Hanson– is amending her assignment from Benefits Specialist to Payroll Coordinator, at the rate of \$27.58 per hour, effective October 1, 2025.

Tanya Jacobson– Food Service Program Assistant is amending her assignment from no mileage stipend to \$52.27 per month, effective September 1, 2025.

Brenna Johnson– Laker Kids Assistant is amending her assignment from Roosevelt Summer Laker Kids to Rossman School Year Laker Kids, effective September 2, 2025.

MyLinda Johnson– Laker Kids Supervisor is amending her assignment from Roosevelt Summer Laker Kids to Rossman School Year Laker Kids, effective September 2, 2025.

6) **Leave of Absence:**

Michelle Bregier– Food Service Production Assistant is requesting intermittent leave of absence beginning September 10, 2025.

Rachel Carlson– Rossman Special Education Teacher is requesting a leave of absence from October 20, 2025 through October 31, 2025.

Samantha Galloway– Middle School teacher is requesting a leave of absence from November 19, 2025 through December 24, 2025.

7) **Sixth Period Pay**

Will Blasczyk– High School Teacher is requesting sixth period pay for the first semester.

Lisa Ito– High School Teacher is requesting sixth period pay for the first semester.

Tom Vagle– High School Teacher is requesting sixth period pay for the first semester.

SMART Finance

Check Register by Bank and Check

Check Number: 0-2147483647 Payment Date: 10/13/2025-10/13/2025 Period: 0-99999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	MW	15218	710879	Check	1	1035		ALLIANCE PEST PROTECTION	Yes	No	No	10/13/2025	155.00
		15219	710880	Check	1	1056		APPLE COMPUTER, INC.	Yes	No	No	10/13/2025	1,656.90
		15220	710881	Check	1	1067		ARVIG	Yes	No	No	10/13/2025	1,440.00
		15221	710882	Check	1	1076		AUTO VALUE DETROIT LAKES	Yes	No	No	10/13/2025	561.60
		15303	710883	Check	1	2317		AVIBEN LLC	Yes	No	No	10/13/2025	418.86
		15319	710884	Check	1	3193		BADLANDS DISTRIBUTION INC	Yes	No	No	10/13/2025	578.36
		15222	710885	Check	1	1081		BARBERG, JENNIFER	Yes	No	No	10/13/2025	628.87
		15224	710886	Check	1	1121		BLUE 84 SPIRIT	Yes	No	No	10/13/2025	3,033.50
		15225	710887	Check	1	1141		BRAINPOP LLC	Yes	No	No	10/13/2025	7,290.00
		15317	710888	Check	1	3123		BREAKOUT EDU INC	Yes	No	No	10/13/2025	99.00
		15226	710889	Check	1	1143		BRENCO CORP.	Yes	No	No	10/13/2025	1,195.80
		15227	710890	Check	1	1151		BRUSHMARKS SIGN	Yes	No	No	10/13/2025	48.00
		15228	710891	Check	1	1152		BSN SPORTS	Yes	No	No	10/13/2025	242.54
		15322	710892	Check	1	3367		CASAS	Yes	No	No	10/13/2025	2,825.00
		15337	710893	Check	1	3828		CASSAVANT, JILL	Yes	No	No	10/13/2025	84.55
		15230	710894	Check	1	1183		CAULFIELD STUDIO	Yes	No	No	10/13/2025	1,910.00
		15231	710895	Check	1	1185		CDW-G	Yes	No	No	10/13/2025	4,640.00
		15232	710896	Check	1	1192		CENTRAL MARKET	Yes	No	No	10/13/2025	240.73
		15338	710897	Check	1	3829		CLARK, FRANCES	Yes	No	No	10/13/2025	200.00
		15336	710898	Check	1	3824		CLASSY CAKES	Yes	No	No	10/13/2025	348.00
		15233	710899	Check	1	1208	REMIT	COLE PAPERS	Yes	No	No	10/13/2025	2,808.86
		15234	710900	Check	1	1214		CONNECT INTERIORS	Yes	No	No	10/13/2025	26,233.39
		15235	710901	Check	1	1231		CULINEX	Yes	No	No	10/13/2025	1,937.31
		15223	710902	Check	1	1107		CWIKLA ACE HARDWARE	Yes	No	No	10/13/2025	185.11
		15236	710903	Check	1	1244		DACOTAH PAPER COMPANY	Yes	No	No	10/13/2025	1,587.99
		15335	710904	Check	1	3821		DAGGET WRECKER SERVICE INC.	Yes	No	No	10/13/2025	1,020.06
		15237	710905	Check	1	1253		DAVID B. KNOPF CONSTRUCTION	Yes	No	No	10/13/2025	6,900.00
		15239	710906	Check	1	1291		DL REGIONAL CHAMBER OF COMMERCIAL	Yes	No	No	10/13/2025	100.00
		15240	710907	Check	1	1305		EAST SIDE JERSEY DAIRY ESJD	Yes	No	No	10/13/2025	9,193.58
		15315	710908	Check	1	2718	REMIT	ECKROTH MUSIC	Yes	No	No	10/13/2025	3,546.90
		15241	710909	Check	1	1336	P.T.	ESSENTIA HEALTH	Yes	No	No	10/13/2025	1,218.75
		15312	710910	Check	1	2518	REMIT	FOLLET SOFTWARE LLC	Yes	No	No	10/13/2025	543.36
		15242	710911	Check	1	1386		FORUM COMMUNICATIONS COMPANY	Yes	No	No	10/13/2025	173.89
		15243	710912	Check	1	1387		FORUM COMMUNICATIONS PRINTING	Yes	No	No	10/13/2025	3,534.97
		15244	710913	Check	1	1400		G & R CONTROLS, INC.	Yes	No	No	10/13/2025	13,424.64
		15324	710914	Check	1	3554		GAME ONE	Yes	No	No	10/13/2025	1,823.06
		15245	710915	Check	1	1408		GENERAL PARTS LLC	Yes	No	No	10/13/2025	270.95
		15318	710916	Check	1	3168		GIMKIT	Yes	No	No	10/13/2025	650.00
		15246	710917	Check	1	1416		GIVEN, RIKKI	Yes	No	No	10/13/2025	62.50

SMART Finance

Check Register by Bank and Check

Check Number: 0-2147483647 Payment Date: 10/13/2025-10/13/2025 Period: 0-99999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	MW	15309	710918	Check	1	2475		GOODRICH, JACK	Yes	No	No	10/13/2025	50.05
		15247	710919	Check	1	1421		GOPHER SPORT	Yes	No	No	10/13/2025	1,150.11
		15248	710920	Check	1	1426		GRAINGER, INC.	Yes	No	No	10/13/2025	2,217.02
		15313	710921	Check	1	2547		GRIMCO INC.	Yes	No	No	10/13/2025	706.28
		15249	710922	Check	1	1475		HENRY SCHEIN INC.	Yes	No	No	10/13/2025	1,746.56
		15250	710923	Check	1	1479		HERO'S TIMING	Yes	No	No	10/13/2025	1,793.00
		15308	710924	Check	1	2413		HEUER, CASSIE	Yes	No	No	10/13/2025	591.92
		15304	710925	Check	1	2318	REMIT	HIKEHOPPERS LLC	Yes	No	No	10/13/2025	6,000.00
		15251	710926	Check	1	1485		HILDI INC.	Yes	No	No	10/13/2025	650.00
		15252	710927	Check	1	1487		HILLYARD / HUTCHINSON	Yes	No	No	10/13/2025	7,077.31
		15253	710928	Check	1	1490	REMIT	HOBART SALES & SERVICE	Yes	No	No	10/13/2025	1,005.30
		15325	710929	Check	1	3556		HUNGRY CUTTERS, LLC	Yes	No	No	10/13/2025	41.97
		15307	710930	Check	1	2409	REMIT	HUT AMERICAN GROUP LLC	Yes	No	No	10/13/2025	2,131.01
		15254	710931	Check	1	1567		IXL LEARNING	Yes	No	No	10/13/2025	5,375.00
		15339	710932	Check	1	3830		JERRY'S REPAIR, INC.	Yes	No	No	10/13/2025	1,035.04
		15255	710933	Check	1	1593		JOHN KOOPMANN PIANO TUNING	Yes	No	No	10/13/2025	601.02
		15332	710934	Check	1	3812		JTM PROVISIONS CO. INC.	Yes	No	No	10/13/2025	6,374.12
		15306	710935	Check	1	2369		KUTA SOFTWARE LLC	Yes	No	No	10/13/2025	784.00
		15256	710936	Check	1	1638	REMIT	L&M FLEET SUPPLY, INC.	Yes	No	No	10/13/2025	481.91
		15257	710937	Check	1	1648		LAKER LOCKER	Yes	No	No	10/13/2025	445.50
		15258	710938	Check	1	1658		LAKESHORE LEARNING MATERIALS	Yes	No	No	10/13/2025	982.17
		15259	710939	Check	1	1673		LEIGHTON BROADCASTING	Yes	No	No	10/13/2025	269.00
		15326	710940	Check	1	3566		LESSONPIX, INC.	Yes	No	No	10/13/2025	648.00
		15320	710941	Check	1	3295		LONGWEEKEND SPORTSWEAR	Yes	No	No	10/13/2025	616.00
		15229	710942	Check	1	1168	MACS	MAC'S HARDWARE	Yes	No	No	10/13/2025	163.64
		15301	710943	Check	1	2303		MARCO TECHNOLOGIES, LLC NW7128	Yes	No	No	10/13/2025	2,252.66
		15260	710944	Check	1	1707		MARK'S ELECTRIC INC.	Yes	No	No	10/13/2025	807.81
		15314	710945	Check	1	2598		MATT'S MOBILE DIESEL SERVICE	Yes	No	No	10/13/2025	1,816.00
		15262	710946	Check	1	1732		MEDCO SUPPLY CO.	Yes	No	No	10/13/2025	3,304.85
		15263	710947	Check	1	1736		MENARDS - DETROIT LAKES	Yes	No	No	10/13/2025	3,565.12
		15264	710948	Check	1	1739	REMIT	METROPOLITAN MECHANICAL CONTR	Yes	No	No	10/13/2025	9,840.80
		15265	710949	Check	1	1743		MID CENTRAL DOOR COMPANY	Yes	No	No	10/13/2025	4,517.85
		15266	710950	Check	1	1745		MIDWEST BUS PARTS	Yes	No	No	10/13/2025	37.85
		15267	710951	Check	1	1749		MIGUEL'S	Yes	No	No	10/13/2025	200.00
		15268	710952	Check	1	1764		MINNKOTA RECYCLING	Yes	No	No	10/13/2025	294.00
		15238	710953	Check	1	1263		MN DEPARTMENT OF HUMAN SERVICE	Yes	No	No	10/13/2025	405.00
		15305	710954	Check	1	2321		MN FFA REGION 1 SECRETARY/TREAS	Yes	No	No	10/13/2025	370.00
		15269	710955	Check	1	1787		MN STATE COMMUNITY & TECHNICAL	Yes	No	No	10/13/2025	15,060.00
		15276	710956	Check	1	1866		MUSCATELL GMC	Yes	No	No	10/13/2025	107.64

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Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	MW	15270	710957	Check	1	1831	REMIT	NAPA CENTRAL	Yes	No	No	10/13/2025	39.60
		15272	710958	Check	1	1833	REMIT	NASCO EDUCATION	Yes	No	No	10/13/2025	206.40
		15273	710959	Check	1	1840		NATIONAL FOOD GROUP, INC	Yes	No	No	10/13/2025	7,056.65
		15280	710960	Check	1	1917	REMIT	NCS PEARSON INC	Yes	No	No	10/13/2025	1,178.84
		15274	710961	Check	1	1850		NERESON AUTOMOTIVE INC.	Yes	No	No	10/13/2025	2,283.57
		15275	710962	Check	1	1851		NEUMANN INSULATION CO. INC	Yes	No	No	10/13/2025	800.00
		15323	710963	Check	1	3476		NORTH DAKOTA ELITE, LLC	Yes	No	No	10/13/2025	900.00
		15321	710964	Check	1	3343		NORTHERN MN ROBOTICS CONFEREN	Yes	No	No	10/13/2025	150.00
		15277	710965	Check	1	1901		OTIS ELEVATOR COMPANY	Yes	No	No	10/13/2025	375.00
		15278	710966	Check	1	1907		PAN-O-GOLD BAKING CO.	Yes	No	No	10/13/2025	1,573.75
		15279	710967	Check	1	1908		PAPA MURPHY'S	Yes	No	No	10/13/2025	747.00
		15281	710968	Check	1	1920		PEPSI	Yes	No	No	10/13/2025	1,753.91
		15282	710969	Check	1	1923		PERHAM BOYS BASKETBALL	Yes	No	No	10/13/2025	260.00
		15283	710970	Check	1	1943		POPLERS MUSIC STORE	Yes	No	No	10/13/2025	1,149.08
		15284	710971	Check	1	1951		PRECISION PRINTING	Yes	No	No	10/13/2025	1,279.07
		15285	710972	Check	1	1954		PREMIUM WATERS, INC.	Yes	No	No	10/13/2025	1,626.86
		15271	710973	Check	1	1832	REMIT	PYE-BARKER & SAFETY, LLC	Yes	No	No	10/13/2025	2,000.00
		15340	710974	Check	1	3831		RAMETTE, JAMES	Yes	No	No	10/13/2025	130.00
		15287	710975	Check	1	1978		RAMSEY FLOORING, INC.	Yes	No	No	10/13/2025	155.40
		15286	710976	Check	1	1976		RAMSEY, BRITTON	Yes	No	No	10/13/2025	155.06
		15288	710977	Check	1	1980		RDO EQUIPMENT CO.	Yes	No	No	10/13/2025	2,761.99
		15302	710978	Check	1	2306		REGION 1	Yes	No	No	10/13/2025	9,140.13
		15289	710979	Check	1	2003		RIFTON EQUIPMENT	Yes	No	No	10/13/2025	3,990.00
		15311	710980	Check	1	2497		S & G DISTRIBUTIONS	Yes	No	No	10/13/2025	50.00
		15343	710981	Check	1	3835		S & S ACTIVEWEAR	Yes	No	No	10/13/2025	515.13
		15291	710982	Check	1	2042		SCHMITT DIRECTOR CENTER	Yes	No	No	10/13/2025	419.00
		15330	710983	Check	1	3799	REMIT	SCHOOLSTATUS, LLC	Yes	No	No	10/13/2025	730.00
		15292	710984	Check	1	2079		SHI INTERNATIONAL CORP.	Yes	No	No	10/13/2025	16,742.62
		15328	710985	Check	1	3580		SNACKS PLUS VENDING	Yes	No	No	10/13/2025	510.00
		15290	710986	Check	1	2018		SQUIRES, WALDSPURGER & MACE, P.	Yes	No	No	10/13/2025	868.00
		15293	710987	Check	1	2139		SUMMIT FIRE PROTECTION	Yes	No	No	10/13/2025	1,992.67
		15327	710988	Check	1	3570		SYHhealing	Yes	No	No	10/13/2025	8,750.00
		15294	710989	Check	1	2164		TEACHER SYNERGY, LLC	Yes	No	No	10/13/2025	39.00
		15316	710990	Check	1	2872	REMIT	THE MATH LEARNING CENTER	Yes	No	No	10/13/2025	100.00
		15333	710991	Check	1	3813		THE SENSORY PATH INC.	Yes	No	No	10/13/2025	405.00
		15329	710992	Check	1	3758		TR INDUSTRIES	Yes	No	No	10/13/2025	2,219.00
		15295	710993	Check	1	2196		TRAINING ROOM, INC.	Yes	No	No	10/13/2025	1,737.78
		15296	710994	Check	1	2203		TROPHY HOUSE	Yes	No	No	10/13/2025	1,112.62
		15297	710995	Check	1	2207		TWEETON REFRIGERATION, INC.	Yes	No	No	10/13/2025	4,629.95

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MW		15261	710996	Check	1	1719		U.S. MATH RECOVERY COUNCIL	Yes	No	No	10/13/2025	869.00
		15298	710997	Check	1	2225		UNRUH, GREGORY	Yes	No	No	10/13/2025	236.28
		15341	710998	Check	1	3833		UTECHT, RACHAEL	Yes	No	No	10/13/2025	265.96
		15342	710999	Check	1	3834		VAL VOIGT FINE ART LLC	Yes	No	No	10/13/2025	650.00
		15331	711000	Check	1	3806		VIKING COCA COLA BOTTLING CO.	Yes	No	No	10/13/2025	4,489.15
		15310	711001	Check	1	2485		VISTAR	Yes	No	No	10/13/2025	1,056.57
		15334	711002	Check	1	3816		WAUBUN STEEL	Yes	No	No	10/13/2025	200.00
		15299	711003	Check	1	2252		WEBBER FAMILY MOTORS	Yes	No	No	10/13/2025	60.26
		15300	711004	Check	1	2281	REMIT	ZANER BLOSER	Yes	No	No	10/13/2025	2,048.75
		15346	711005	Check	1	2953		INTERMEDIATE DISTRICT 287	Yes	No	No	10/13/2025	137.08
		15344	711006	Check	1	1734		MEEKER & WRIGHT SPECIAL ED. CO	Yes	No	No	10/13/2025	14,601.99
		15345	711007	Check	1	1917	REMIT	NCS PEARSON INC	Yes	No	No	10/13/2025	211.16
Bank Total: MW												\$293,686.82	
Report Total:												\$293,686.82	

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	MW	15451	711023	Check	1	2796	REMIT	AED SUPERSTORE	Yes	No	No	10/27/2025	100.00
		15372	711024	Check	1	1035		ALLIANCE PEST PROTECTION	Yes	No	No	10/27/2025	160.00
		15472	711025	Check	1	3845		ANDERSON, BECKETT	Yes	No	No	10/27/2025	90.00
		15373	711026	Check	1	1072	REMIT	ASL INTERPRETING SERVICES, INC	Yes	No	No	10/27/2025	178.00
		15374	711027	Check	1	1076		AUTO VALUE DETROIT LAKES	Yes	No	No	10/27/2025	120.48
		15375	711028	Check	1	1091		BECKER COUNTY ENVIRONMENTAL	Yes	No	No	10/27/2025	486.25
		15376	711029	Check	1	1121		BLUE 84 SPIRIT	Yes	No	No	10/27/2025	3,555.00
		15377	711030	Check	1	1126		BMSI	Yes	No	No	10/27/2025	1,528.27
		15378	711031	Check	1	1143		BRENCO CORP.	Yes	No	No	10/27/2025	424.00
		15470	711032	Check	1	3843		BRIC	Yes	No	No	10/27/2025	50.00
		15379	711033	Check	1	1152		BSN SPORTS	Yes	No	No	10/27/2025	230.99
		15381	711034	Check	1	1183		CAULFIELD STUDIO	Yes	No	No	10/27/2025	750.00
		15382	711035	Check	1	1192		CENTRAL MARKET	Yes	No	No	10/27/2025	208.51
		15456	711036	Check	1	3155	REMIT	CENTRAL MCGOWAN, INC.	Yes	No	No	10/27/2025	81.35
		15383	711037	Check	1	1202		CITY OF DETROIT LAKES	Yes	No	No	10/27/2025	137,733.00
		15384	711038	Check	1	1236		CUSTOM INK	Yes	No	No	10/27/2025	575.82
		15385	711039	Check	1	1244		DACOTAH PAPER COMPANY	Yes	No	No	10/27/2025	1,504.56
		15459	711040	Check	1	3400	REMIT	DAVIS EQUIPMENT CORPORATION	Yes	No	No	10/27/2025	140.62
		15386	711041	Check	1	1293		DL TRAVEL BASKETBALL	Yes	No	No	10/27/2025	150.00
		15387	711042	Check	1	1300		DRIVEWAY SERVICE	Yes	No	No	10/27/2025	387.50
		15388	711043	Check	1	1305		EAST SIDE JERSEY DAIRY ESJD	Yes	No	No	10/27/2025	5,046.38
		15389	711044	Check	1	1307		EASTMAN FENCE AND SONS LLC	Yes	No	No	10/27/2025	3,740.00
		15390	711045	Check	1	1320		EIDE BAILLY LLP	Yes	No	No	10/27/2025	33,127.50
		15391	711046	Check	1	1336	P.T.	ESSENTIA HEALTH	Yes	No	No	10/27/2025	2,943.75
		15473	711047	Check	1	3846		FLUGEL, MARCUS	Yes	No	No	10/27/2025	30.00
		15474	711048	Check	1	3847		FLUGEL, MASON	Yes	No	No	10/27/2025	90.00
		15392	711049	Check	1	1395		FRONTLINE TECHNOLOGIES GROUP,	Yes	No	No	10/27/2025	2,872.13
		15463	711050	Check	1	3554		GAME ONE	Yes	No	No	10/27/2025	2,111.58
		15453	711051	Check	1	2806		GEORGAKOPOULOS, TESS	Yes	No	No	10/27/2025	35.00
		15393	711052	Check	1	1409		GERRELL'S SPORT CENTER	Yes	No	No	10/27/2025	4,500.00
		15394	711053	Check	1	1416		GIVEN, RIKKI	Yes	No	No	10/27/2025	75.00
		15395	711054	Check	1	1421		GOPHER SPORT	Yes	No	No	10/27/2025	263.90
		15396	711055	Check	1	1426		GRAINGER, INC.	Yes	No	No	10/27/2025	272.05
		15397	711056	Check	1	1432		GREEN'S PLUMBING & MODERN HEATII	Yes	No	No	10/27/2025	12,486.20
		15398	711057	Check	1	1457		HAWKINS, INC.	Yes	No	No	10/27/2025	1,470.69
		15399	711058	Check	1	1481		HERZOG ROOFING, INC.	Yes	No	No	10/27/2025	675.00
		15400	711059	Check	1	1487		HILLYARD / HUTCHINSON	Yes	No	No	10/27/2025	4,695.08
		15401	711060	Check	1	1490	REMIT	HOBART SALES & SERVICE	Yes	No	No	10/27/2025	683.65
		15402	711061	Check	1	1516		HUB 41	Yes	No	No	10/27/2025	2,000.00

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	MW	15446	711062	Check	1	2409	REMIT	HUT AMERICAN GROUP LLC	Yes	No	No	10/27/2025	424.37
		15403	711063	Check	1	1529		ICS CONSULTING, LLC -138006	Yes	No	No	10/27/2025	5,265.00
		15404	711064	Check	1	1551		INDEPENDENT EMERGENCY SERVICES	Yes	No	No	10/27/2025	53.85
		15405	711065	Check	1	1563		INTERQUEST DETECTION CANINES	Yes	No	No	10/27/2025	1,020.00
		15406	711066	Check	1	1601		JOHNSON CONTROLS	Yes	No	No	10/27/2025	2,593.95
		15407	711067	Check	1	1638	REMIT	L&M FLEET SUPPLY, INC.	Yes	No	No	10/27/2025	162.45
		15467	711068	Check	1	3778		LAKE BROS CARPET & DUCT CLEANIN	Yes	No	No	10/27/2025	549.00
		15408	711069	Check	1	1648		LAKER LOCKER	Yes	No	No	10/27/2025	925.00
		15409	711070	Check	1	1656		LAKES SPORT SHOP	Yes	No	No	10/27/2025	1,000.00
		15410	711071	Check	1	1658		LAKESHORE LEARNING MATERIALS	Yes	No	No	10/27/2025	28.66
		15460	711072	Check	1	3402		LAMB GARAGE DOOR SERVICE	Yes	No	No	10/27/2025	142.00
		15462	711073	Check	1	3524		LAUX, LINDSEY	Yes	No	No	10/27/2025	324.00
		15471	711074	Check	1	3844		LEONHARD, GABRIEL	Yes	No	No	10/27/2025	500.00
		15411	711075	Check	1	1690		MAAE	Yes	No	No	10/27/2025	527.00
		15412	711076	Check	1	1695		MACKIN EDUCATION RESOURCES	Yes	No	No	10/27/2025	100.21
		15380	711077	Check	1	1168	MACS	MAC'S HARDWARE	Yes	No	No	10/27/2025	33.98
		15443	711078	Check	1	2303		MARCO TECHNOLOGIES, LLC NW7128	Yes	No	No	10/27/2025	106.71
		15440	711079	Check	1	2244		MARK MY WORDS LLC	Yes	No	No	10/27/2025	1,709.91
		15413	711080	Check	1	1707		MARK'S ELECTRIC INC.	Yes	No	No	10/27/2025	468.90
		15450	711081	Check	1	2598		MATT'S MOBILE DIESEL SERVICE	Yes	No	No	10/27/2025	1,086.00
		15414	711082	Check	1	1723		MCARTHUR TILE COMPANY	Yes	No	No	10/27/2025	435.00
		15415	711083	Check	1	1736		MENARDS - DETROIT LAKES	Yes	No	No	10/27/2025	892.58
		15416	711084	Check	1	1745		MIDWEST BUS PARTS	Yes	No	No	10/27/2025	35.18
		15466	711085	Check	1	3704		MISSION FILTRATION	Yes	No	No	10/27/2025	2,316.34
		15449	711086	Check	1	2539		MN ASSOCICATION OF STUDENT LEA	Yes	No	No	10/27/2025	85.00
		15444	711087	Check	1	2353		MN DEPT OF EMPLOYMENT & ECONOM	Yes	No	No	10/27/2025	191,594.36
		15417	711088	Check	1	1787		MN STATE COMMUNITY & TECHNICAL	Yes	No	No	10/27/2025	82,060.60
		15458	711089	Check	1	3397		MOORE, LUCINDA	Yes	No	No	10/27/2025	680.00
		15447	711090	Check	1	2420	REMIT	MRI SOFTWARE LLC	Yes	No	No	10/27/2025	18.00
		15419	711091	Check	1	1839		NATIONAL FFA ORGANIZATION	Yes	No	No	10/27/2025	810.00
		15423	711092	Check	1	1917	REMIT	NCS PEARSON INC	Yes	No	No	10/27/2025	20.90
		15464	711093	Check	1	3667		NELSON, SANFORD	Yes	No	No	10/27/2025	98.00
		15420	711094	Check	1	1853		NEWLING ASPHALT SERVICES	Yes	No	No	10/27/2025	4,262.00
		15457	711095	Check	1	3274		OFF SZN MEDIA	Yes	No	No	10/27/2025	1,225.00
		15469	711096	Check	1	3842		OLSON, SARAH	Yes	No	No	10/27/2025	150.00
		15421	711097	Check	1	1907		PAN-O-GOLD BAKING CO.	Yes	No	No	10/27/2025	524.68
		15422	711098	Check	1	1908		PAPA MURPHY'S	Yes	No	No	10/27/2025	587.00
		15424	711099	Check	1	1920		PEPSI	Yes	No	No	10/27/2025	505.89
		15425	711100	Check	1	1936		PLANK ROAD PUBLISHING, INC.	Yes	No	No	10/27/2025	193.90

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MW		15426	711101	Check	1	1943		POPPLERS MUSIC STORE	Yes	No	No	10/27/2025	285.95
		15427	711102	Check	1	1951		PRECISION PRINTING	Yes	No	No	10/27/2025	443.75
		15428	711103	Check	1	1954		PREMIUM WATERS, INC.	Yes	No	No	10/27/2025	80.69
		15418	711104	Check	1	1832	REMIT	PYE-BARKER & SAFETY, LLC	Yes	No	No	10/27/2025	857.00
		15461	711105	Check	1	3504		RAMSEY, CHRISTY	Yes	No	No	10/27/2025	1,178.44
		15429	711106	Check	1	1980		RDO EQUIPMENT CO.	Yes	No	No	10/27/2025	329.93
		15430	711107	Check	1	1986		REDWOOD TOXICOLOGY LABORATO	Yes	No	No	10/27/2025	8.46
		15431	711108	Check	1	1996		RENNEBERG HARDWOODS	Yes	No	No	10/27/2025	1,051.00
		15448	711109	Check	1	2442		SAZAMA, JEFFREY	Yes	No	No	10/27/2025	352.00
		15433	711110	Check	1	2036		SCAN AIR FILTER, INC.	Yes	No	No	10/27/2025	663.95
		15434	711111	Check	1	2074		SEPTIC VAC	Yes	No	No	10/27/2025	350.00
		15435	711112	Check	1	2079		SHI INTERNATIONAL CORP.	Yes	No	No	10/27/2025	3,005.94
		15432	711113	Check	1	2018		SQUIRES, WALDSPURGER & MACE, P.	Yes	No	No	10/27/2025	924.00
		15436	711114	Check	1	2128		STELLHER HUMAN SERVICES, INC.	Yes	No	No	10/27/2025	46,308.00
		15437	711115	Check	1	2139		SUMMIT FIRE PROTECTION	Yes	No	No	10/27/2025	241.00
		15454	711116	Check	1	2872	REMIT	THE MATH LEARNING CENTER	Yes	No	No	10/27/2025	50.00
		15455	711117	Check	1	3137		THE MINNESOTA CHEMICAL CO.	Yes	No	No	10/27/2025	830.00
		15438	711118	Check	1	2203		TROPHY HOUSE	Yes	No	No	10/27/2025	4,632.50
		15439	711119	Check	1	2207		TWEETON REFRIGERATION, INC.	Yes	No	No	10/27/2025	375.52
		15445	711120	Check	1	2404		VAVE, SAILASA	Yes	No	No	10/27/2025	640.00
		15468	711121	Check	1	3806		VIKING COCA COLA BOTTLING CO.	Yes	No	No	10/27/2025	2,230.50
		15441	711122	Check	1	2252		WEBBER FAMILY MOTORS	Yes	No	No	10/27/2025	287.99
		15465	711123	Check	1	3697		WEITZEL, BLAKE	Yes	No	No	10/27/2025	125.36
		15442	711124	Check	1	2258		WEST MUSIC COMPANY	Yes	No	No	10/27/2025	348.68
		15452	711125	Check	1	2797		WOOD FIRE FOODS, LLC	Yes	No	No	10/27/2025	600.00
Bank Total: MW												\$595,288.34	
Report Total:												\$595,288.34	

**ISD #22 - HAND PAYABLE SUMMARY
SEPTEMBER 2025**

Pmt No	Check No	Pay Type	Vendor	Date	Amount
14955		Wire	CONSTELLATION NEW ENERGY GAS D	9/4/2025	\$ 1,191.43
14956		Wire	EMC INSURANCE COMPANIES	9/4/2025	\$ 20,553.24
14957		Wire	FIRST DAKOTA INDEMNITY COMPANY	9/4/2025	\$ 8,480.00
14958		Wire	PERFORMANCE FOODSERVICE	9/4/2025	\$ 2,312.44
14959		Wire	MIDWEST BANK	9/4/2025	\$ 47.00
14960		Wire	METLIFE	9/4/2025	\$ 6,337.24
14961		Wire	PUBLIC EMPLOYEES RETIREMENT ASSOC	9/8/2025	\$ 16,820.25
14962		Wire	MN TEACHERS RETIREMENT ASSOC.	9/8/2025	\$ 26,092.43
14963		Wire	AMAZON	9/8/2025	\$ 21,989.96
15080		Wire	WEX HEALTH INC - HSA/FLEX	9/15/2025	\$ 17,066.50
15081		Wire	INTERNAL REVENUE SERVICE	9/15/2025	\$ 176,072.85
15082		Wire	MN DEPT OF REVENUE -PAYROLL TAXES	9/15/2025	\$ 28,823.65
15083		Wire	PUBLIC EMPLOYEES RETIREMENT ASSOC	9/15/2025	\$ 20,991.97
15084		Wire	MN TEACHERS RETIREMENT ASSOC.	9/15/2025	\$ 134,643.80
15085		Wire	MINNESOTA STATE RETIREMENT SYS	9/15/2025	\$ 14,225.28
15086		Wire	AVIBEN	9/15/2025	\$ 39,534.77
15099		Wire	BIX PRODUCE	9/16/2025	\$ 774.84
15100		Wire	CITY OF DETROIT LAKES	9/16/2025	\$ 21,532.68
15101		Wire	CITY OF DETROIT LAKES	9/16/2025	\$ 337.01
15102		Wire	CITY OF DETROIT LAKES	9/16/2025	\$ 9,408.58
15103		Wire	CITY OF DETROIT LAKES	9/16/2025	\$ 759.95
15104		Wire	CITY OF DETROIT LAKES	9/16/2025	\$ 387.05
15105		Wire	CITY OF DETROIT LAKES	9/16/2025	\$ 259.62
15106		Wire	DETROIT LAKES DISPOSAL	9/16/2025	\$ 2,738.18
15107		Wire	MINNESOTA ENERGY RESOURCES	9/16/2025	\$ 180.38
15108		Wire	MINNESOTA ENERGY RESOURCES	9/16/2025	\$ 49.39
15109		Wire	PERFORMANCE FOODSERVICE	9/16/2025	\$ 3,521.40
15110		Wire	UPPER LAKES FOODS, INC.	9/16/2025	\$ 7,493.22
15111		Wire	SYSCO NORTH DAKOTA, INC	9/16/2025	\$ 5,945.31
15112		Wire	USPS.COM	9/16/2025	\$ 1,080.63
15113		Wire	MARCO	9/16/2025	\$ 6,728.31
15114		Wire	HEALTH PARTNERS, INC	9/16/2025	\$ 303,859.52
15124		Wire	BIX PRODUCE	9/24/2025	\$ 5,786.78
15125		Wire	MINNESOTA ENERGY RESOURCES	9/24/2025	\$ 53.20
15126		Wire	MINNESOTA ENERGY RESOURCES	9/24/2025	\$ 49.62
15127		Wire	MINNESOTA ENERGY RESOURCES	9/24/2025	\$ 41.87
15128		Wire	MINNESOTA ENERGY RESOURCES	9/24/2025	\$ 52.90
15129		Wire	PERFORMANCE FOODSERVICE	9/24/2025	\$ 4,894.50
15130		Wire	UPPER LAKES FOODS, INC.	9/24/2025	\$ 33,215.54
15131		Wire	VERIZON WIRELESS	9/24/2025	\$ 555.74
15132		Wire	VERIZON WIRELESS	9/24/2025	\$ 639.97
15133		Wire	USPS.COM	9/24/2025	\$ 100.42
15134		Wire	MIDCO COMMUNICATIONS	9/24/2025	\$ 60.00
15135		Wire	MIDCO COMMUNICATIONS	9/24/2025	\$ 60.00
15136		Wire	MIDCO COMMUNICATIONS	9/24/2025	\$ 60.00

15137		Wire	MIDCO COMMUNICATIONS	9/24/2025	\$ 60.00
15138		Wire	MIDCO COMMUNICATIONS	9/24/2025	\$ 60.00
15139		Wire	MIDCO COMMUNICATIONS	9/24/2025	\$ 60.00
15140		Wire	MIDCO COMMUNICATIONS	9/24/2025	\$ 660.12
15141		Wire	MIDCO COMMUNICATIONS	9/24/2025	\$ 60.00
15142		Wire	MN TEACHERS RETIREMENT ASSOC.	9/24/2025	\$ 7.70
15143		Wire	AMAZON	9/25/2025	\$ 14,326.33
15152		Wire	INTERNAL REVENUE SERVICE	9/30/2025	\$ 251,429.85
15153		Wire	MN DEPT OF REVENUE -PAYROLL TAXES	9/30/2025	\$ 41,519.94
15154		Wire	PUBLIC EMPLOYEES RETIREMENT ASSOC	9/30/2025	\$ 47,879.48
15155		Wire	MN TEACHERS RETIREMENT ASSOC.	9/30/2025	\$ 141,615.27
15156		Wire	MINNESOTA STATE RETIREMENT SYS	9/30/2025	\$ 14,230.28
15157		Wire	AVIBEN	9/30/2025	\$ 39,973.09
15158		Wire	ARVIG COMMUNICATION SYSTEMS	9/29/2025	\$ 215.38
15159		Wire	ARVIG COMMUNICATION SYSTEMS	9/29/2025	\$ 123.95
15160		Wire	BIX PRODUCE	9/29/2025	\$ 2,148.24
15161		Wire	CITY OF DETROIT LAKES	9/29/2025	\$ 917.15
15162		Wire	CITY OF DETROIT LAKES	9/29/2025	\$ 235.70
15163		Wire	CITY OF DETROIT LAKES	9/29/2025	\$ 1,354.90
15164		Wire	CITY OF DETROIT LAKES	9/29/2025	\$ 26,544.06
15165		Wire	CITY OF DETROIT LAKES	9/29/2025	\$ 626.57
15166		Wire	CITY OF DETROIT LAKES	9/29/2025	\$ 145.27
15167		Wire	CONSTELLATION NEW ENERGY GAS D	9/29/2025	\$ 1,029.26
15168		Wire	MINNESOTA ENERGY RESOURCES	9/29/2025	\$ 252.41
15169		Wire	MINNESOTA ENERGY RESOURCES	9/29/2025	\$ 775.82
15170		Wire	MINNESOTA ENERGY RESOURCES	9/29/2025	\$ 2,117.71
15171		Wire	MINNESOTA ENERGY RESOURCES	9/29/2025	\$ 625.18
15172		Wire	PERFORMANCE FOODSERVICE	9/29/2025	\$ 4,568.41
15173		Wire	UPPER LAKES FOODS, INC.	9/29/2025	\$ 10,131.95
15174		Wire	AMERICAN FAMILY LIFE ASSURANCE CO	9/30/2025	\$ 331.12
15175		Wire	WEX HEALTH INC - HSA/FLEX	9/30/2025	\$ 17,451.50
15176		Wire	INTERNAL REVENUE SERVICE	9/30/2025	\$ 10.60
15177		Wire	PUBLIC EMPLOYEES RETIREMENT ASSOC	9/30/2025	\$ 6.91
15178		Wire	PERFORMANCE FOODSERVICE	9/30/2025	\$ 3,595.84
15179		Wire	QUADIENT FINANCE (POSTAGE)	9/30/2025	\$ 1,000.00
15180		Wire	MIDWEST BANK	9/30/2025	\$ 8.00
15181		Wire	MIDWEST BANK	9/30/2025	\$ 42.60
15182		Wire	MIDWEST BANK	9/30/2025	\$ 1.00
15183		Wire	MIDWEST BANK	9/30/2025	\$ 4.00
15184		Wire	MIDWEST BANK	9/30/2025	\$ 4.00
15185		Wire	MIDWEST BANK	9/30/2025	\$ 10.00
15186		Wire	MIDWEST BANK	9/30/2025	\$ 42.60
15187		Wire	MIDWEST BANK	9/30/2025	\$ 42.60
15188		Wire	MIDWEST BANK	9/30/2025	\$ 0.25
15189		Wire	MIDWEST BANK	9/30/2025	\$ 4.00
15190		Wire	MIDWEST BANK	9/30/2025	\$ 5.00
15191		Wire	MIDWEST BANK	9/30/2025	\$ 100.00
15192		Wire	AUTHORIZE.NET GATEWAY BILLING	9/30/2025	\$ 10.00
15193		Wire	REVTRAK	9/30/2025	\$ 29.95
15194		Wire	TRANSFIRST AFFINETY	9/30/2025	\$ 2,790.54
15195		Wire	TRANSFIRST AFFINETY	9/30/2025	\$ 600.00

15196		Wire	WEX HEALTH INC	9/30/2025	\$ 9,939.71
15197		Wire	WEX HEALTH INC	9/30/2025	\$ 485.50
15198		Wire	ARUX SOFTWARE, INC	9/30/2025	\$ 299.00
15199		Wire	HEALTH PARTNERS, INC	9/30/2025	\$ 318,560.12
15200		Wire	LAKES COMMUNITY COOPERATIVE	9/30/2025	\$ 2,014.95
15201		Wire	BREMER BANK CC	9/19/2025	\$ 9,554.58
14954	710723	Check	MORRIS, SHELBIE	9/4/2025	\$ 968.36
14953	710724	Check	SCHULTZ BUS COMPANY	9/4/2025	\$ 1,326.53
15088	710841	Check	AFSCME COUNCIL 65	9/15/2025	\$ 257.01
15090	710842	Check	D. L. ATHLETIC FOUNDATION	9/15/2025	\$ 110.00
15091	710843	Check	D.L. PUBLIC EDUC FOUNDATION	9/15/2025	\$ 30.00
15087	710844	Check	MINNESOTA CHILD SUPPORT	9/15/2025	\$ 876.40
15093	710845	Check	MN SCHOOL EMPLOYEES ASSOC.	9/15/2025	\$ 135.33
15092	710846	Check	SUPPORT PAYMENT CLEARINGHOUSE	9/15/2025	\$ 335.91
15089	710847	Check	UNITED WAY OF BECKER COUNTY	9/15/2025	\$ 62.00
15094	710848	Check	ISD #152	9/16/2025	\$ 125.00
15095	710849	Check	ISD #482	9/16/2025	\$ 200.00
15098	710850	Check	RANDY SHAVER CANCER RESEARCH AND COMM FUND	9/16/2025	\$ 285.35
15096	710851	Check	ROCORI PUBLIC SCHOOLS	9/16/2025	\$ 250.00
15097	710852	Check	WEAREONE LLC	9/16/2025	\$ 750.00
15122	710853	Check	AMES, DANIELLE	9/24/2025	\$ 85.00
15116	710854	Check	CALVIN AND ANNE SCHOW	9/24/2025	\$ 6,021.00
15118	710855	Check	COBBER MEN'S BASKETBALL	9/24/2025	\$ 175.00
15115	710856	Check	LAKEVIEW GREENHOUSES	9/24/2025	\$ 913.80
15121	710857	Check	LITTLE ELBOW FARM, LLC	9/24/2025	\$ 528.00
15123	710858	Check	MADISON NATIONAL LIFE INSURANCE	9/24/2025	\$ 4,625.86
15117	710859	Check	PETERSON, STUART	9/24/2025	\$ 288.00
15119	710860	Check	ROY, MORGAN	9/24/2025	\$ 170.00
15120	710861	Check	ROY, MORGAN	9/24/2025	\$ 85.00
15145	710862	Check	AFSCME COUNCIL 65	9/30/2025	\$ 286.25
15147	710863	Check	D. L. ATHLETIC FOUNDATION	9/30/2025	\$ 110.00
15150	710864	Check	D.L. EDUCATION MINNESOTA (TEACHER)	9/30/2025	\$ 18,811.86
15148	710865	Check	D.L. PUBLIC EDUC FOUNDATION	9/30/2025	\$ 30.00
15144	710866	Check	MINNESOTA CHILD SUPPORT	9/30/2025	\$ 795.40
15151	710867	Check	MN SCHOOL EMPLOYEES ASSOC.	9/30/2025	\$ 188.60
15149	710868	Check	SUPPORT PAYMENT CLEARINGHOUSE	9/30/2025	\$ 335.91
15146	710869	Check	UNITED WAY OF BECKER COUNTY	9/30/2025	\$ 72.00

\$ 1,955,681.38

PERSONNEL AGENDA

October 27, 2025

1) **Resignations:**

Macy Bird– Laker Kids Assistant, effective October 10, 2025.

Chris Bergquist– Middle School Custodian, effective October 3, 2026.

Kelly Guida– Roosevelt Education Assistant, effective October 1, 2025.

Nick Harstad– High School Custodian, effective September 29, 2025.

Nicole Johnson– ECSE Para, effective September 26, 2025.

Derick Leon– ABE Para, effective July 16, 2025.

Ashley Pinske– Rossman Special Education Para, effective May 22, 2025.

Shelley Skarie– ABE instructor, effective October 31, 2025.

Chelsey Wright– Rossman Para, effective October 29, 2025.

2) **Retirements:**

Dori Fugere– High School Special Education Para, effective October 14, 2025.

4) **Appointments:**

Nick Alton– Middle School Boys Basketball Coach, at the rate of \$2,582.90 per season, effective January 5, 2026

Michael Avant– High School Boys Head Swim Coach, at the rate of \$5,352.60 per season, effective November 24, 2025.

Tatiana Chase– Rossman ADSIS Education Assistant/Supervision Duty, at the rate of \$17.35 per hour, working 28.75 hours per week, effective October 27, 2025.

Audrey Dahl– Middle School/ALC AI Program Assistant, at the rate of \$20 per hour, working 900 hours per year, effective October 20, 2025.

Bryanna Ellis– Roosevelt ECFE/SR Educational Assistant, at the rate of \$17.70 per hour, working 37.5 hours per week, effective September 29, 2025.

Jordan Fields– JV Boys Hockey Coach, at the rate of \$2,026.04 per season, effective November 10, 2025.

Rhonda Fode– Targeted Services Coordinator, at the rate of \$30 per hour, working 225 hours per year, effective July 1, 2025.

Melissa Gatheridge– Middle School Long Term Substitute Teacher, rate of pay is per sub contract, effective November 19, 2025 through December 23, 2025.

Kayla Grosz– Rossman Special Education Para, at the rate of \$18.20 per hour, working 37.5 hours per week, effective October 6, 2025.

Rose Hawkins– Middle School Special Education Para, at the rate of \$19.20 per hour, working 37.5 hours per week, effective October 22, 2025.

Aaron Morrison– High School Custodian, at the rate of \$20.70 per hour, working 40 hours per week, effective October 22, 2025.

Rachel Olstad– ABE Instructor, at the rate of \$36.19 per hour, working up to 16 hours per week, effective October 22, 2025.

Grace Stensgard– Rossman Laker Kids Assistant, at the rate of \$17.40 per hour, working 12.5 hours per week, effective October 20, 2025.

Roger Stroh– Middle School Boys Basketball Coach, at the rate of \$2,251.15 per season, effective January 5, 2026.

Eric Wothe– Middle School Custodian, at the rate of \$20.70 per hour with \$1.00 per hour differential pay, working 40 hours per week, effective October 9, 2025.

5) **Amended Assignment:**

Cody Bahls– is amending their assignment from Rossman Para to Middle School American Indian Education Tutor, effective October 13, 2025.

Leah Hamann– ABE Instructor is amending her assignment from Perham to New York Mills, effective November 15, 2025.

Shirley Janu– ABE Instructor is amending her assignment from Perham to Detroit Lakes, effective October 22, 2025.

6) Leave of Absence:

Elizabeth Hedstrom Project SEARCH Skills Trainer is requesting a leave of absence from December 15, 2025 through March 6, 2026.

Jacob Johnson– Middle School Teacher is requesting a leave of absence from October 3, 2025 through October 24, 2025.

Laura Kramer– High School Special Education Para is requesting a leave of absence from September 17, 2025 through December 10, 2025.

Traci Totland– High School Special Education Para is requesting a leave of absence from November 6, 2025 through December 18, 2025.

7) Sixth Period Pay

Date Adopted: 10/13/97	File Number: Detroit Lakes Policy - MSBA - 422
Date Revised: 8/11/03; 12/20/21 <u>10/27/25</u>	

422 - POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. ~~In order to~~ avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies ~~that~~which also apply to employees:

Model Policy 102	Equal Educational Opportunity
Model Policy 103	Complaints-Students, Employees, Parents, Other Persons
Model Policy 206	Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations
Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Model Policy 305	Policy Implementation
Model Policy 505	Distribution of Nonschool-Sponsored Unofficial Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising.
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interview of Students by Outside Agencies
Model Policy 522	Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 535	Service Animals in Schools
Model Policy 610	Field Trips
Model Policy 710	Extracurricular Transportation
Model Policy 711	Video Recording on School Buses
Model Policy 712	Video Surveillance Other Than on Buses
Model Policy 802	Disposition of Obsolete Equipment and Material

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References: None

Cross References: None

Date Adopted: May 13, 2002	File Number: Detroit Lakes Policy - 423
Date Revised: 8/11/03; 10/21/19; 12/20/21, <u>10/27/25</u>	

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
 - 1. Dating students.
 - 2. Having any interaction/activity of a sexual nature with a student.
 - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]

- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints–Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (~~Personnel Data School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact~~)
Minn. Stat. § 122A.20, Subd. 2 (~~Suspension or Revocation of Licenses Mandatory Reporting to Professional Educator Licensing and Standards Board or Board~~)
Minn. Stat. § 122A.40, Subds. 5(b) and 13 (b) (~~Employment; Contacts; Terminations Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions~~)
Minn. Stat. §§ 609.341–609.352 (~~Definitions Defining “intimate parts” and “position _____ of authority” as well as detailing various sex offenses~~)
of authority” as well as detailing various sex abuse convictions.
Minn. Stat. ~~Ch. 260E~~§ 626.556 (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minnesota Rules, Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross Reference: MSBA/MASA Model Policy 103 (Complaints - Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment)

Date Adopted: 07/13/2015	File Number: Detroit Lakes Policy - 427
Date Revised: 1/24/21, <u>10/27/25</u>	

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

[Note: School districts are required by Minn. Rule 3525.2340, Subp. 4.B., to have a policy for determining the workload limits of special education staff who provide services to students who receive direct special education services 60 percent or less of the instructional day.]

[Note: Minn. Stat. § 179A.07, Subd. 1, of the Public Employers Labor Relations Act (PELRA) provides that a public employer is not required to meet and negotiate on matters of inherent managerial policy. Matters of inherent managerial policy include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, selection of personnel, and direction and number of personnel. MSBA's position is that this policy is not a mandatory subject of bargaining. School districts, therefore, are cautioned to not relinquish their inherent managerial right to determine workload limits for special education teachers.]

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

B. Direct Services

"Direct services" means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.

C. Indirect Services

"Indirect services" means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.

D. Workload

"Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

- A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employers Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

Date Adopted: 01/24/22	File Number: Detroit Lakes Policy - 432
Date Revised: <u>09/22/25</u>	

432 EMPLOYEE USE OF SOCIAL MEDIA

I. PURPOSE

As a national leader in using technology as an accelerator of learning, the Detroit Lakes School District recognizes the value of inquiry, investigation and innovation in using new technology tools and resources to enhance the learning experience and to share information. The District also recognizes its obligation to teach, model and ensure responsible safe use of such technology tools.

District staff are expected to model appropriate and healthy use of technology tools in their interactions with one another, students and the global community both in person and through technology. With social media continuing to emerge and thrive as a dynamic, influential and evolving aspect of communication, the District developed this policy to address the unique circumstances that arise when employees engage through publicly available social media such as personal websites, virtual and augmented reality environments, social networks, online forums and other similar tools.

II. GENERAL STATEMENT OF POLICY

The District recognizes the importance of social media networks and platforms as communication and e-learning tools. To that end, the District provides select, approved social media accounts and other online engagement tools and encourages use of these tools for collaboration by employees, as appropriate for employees' roles with the District. Public social media, outside of accounts sponsored and approved by the District, may not be used for classroom instruction or school-sponsored activities without the prior authorization of the Superintendent, or designee. Additionally, such use must comply with all District policies and with regulations set forth by the social media provider.

The District has official accounts on select social media platforms (~~Facebook, Twitter, Instagram, Vimeo, YouTube, TikTok, other~~) and additional technologies (~~Schoololgy, PreciousStatus, Peachjar, Let's Talk~~) it uses in fulfilling its responsibility for effectively communicating with its various audiences, including the general public. Communications Department staff members and designated staff at each of the schools and in some additional departments, such as Athletics and Community Education, are approved to post for the District on accounts that have been designated as their responsibility. They are the only employees who may post for the District or schools on such accounts without additional approval from the Superintendent or designee.

Employees must limit personal use of social media during work, using professional discretion. If a building principal or executive staff members determine personal use of social media is becoming an issue for an employee, restrictions may be placed on employees' use of personal devices. Such restrictions would take place at the discretion of the Superintendent or designee.

When a new official District social media account is desired by an employee, the request should be elevated to a principal or executive staff member, who then will discuss it with the Superintendent or designee and the Director of Curriculum. From there, any approved social media account will be created in coordination with the Communications Department. The login, password and recovery information will be shared with the Communications Department, and any update to that information in future will be shared, as well.

All employees must avoid posting any information or engaging in communications that violates state or federal laws or District Policy.

When employees choose to join or engage with District students, families, fellow employees or members of the general public in a social media context that exists outside those approved by the District, they must maintain their professionalism as District employees and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting.

III. DEFINITIONS

- A. **Public social media networks** are defined to include: websites, social networks, online forums, virtual and augmented reality environments, and any other social media generally available to the public or consumers. Examples of public social media include but are not limited to the following platforms: Facebook, Twitter, Snapchat, Instagram, LinkedIn, Vimeo, YouTube, TikTok and blogs.
- B. **District approved online engagement tools** are those the District has approved for educational or official communication purposes. The District has greater ability to protect minors from inappropriate content and can limit public access with such tools. Examples include but are not limited to the following platforms: Schoology, Let's Talk, PreciousStatus.

IV. REQUIREMENTS

As set forth in the District's Vision, all employees are expected to serve as positive ambassadors for our schools and to remember they are role models to students in the community. Because those on social media networks may view the employee as a representative of the schools and the District, the District requires employees to observe the following rules when referring to the District, its schools, students, programs, activities, employees, volunteers and communities on any social media networks:

- A. An employee's postings, displays, or communications must comply with all state and federal laws and any applicable District policies.

Employees must be respectful and professional in all communications (by word, image, implication and other means). Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, defamatory or that encourages any illegal activity, the inappropriate use of alcohol, the use of illegal drugs, sexual behavior, sexual harassment or bullying.

Employees should not use their District e-mail address for communications on public social media networks for personal use or without approval from the Superintendent or designee.

Employees must make clear that any views expressed are the employee's alone and do not necessarily reflect the views of the District. Employees may not act as a spokesperson for the District or post comments as a representative of the District, except as authorized by the Superintendent or the Superintendent's designee or as appropriate for their defined role as a spokesperson or social media poster for the District. When authorized as a spokesperson for the District and not posting from a District account, employees must disclose their employment relationship with the District.

Employees may not disclose information that is confidential or proprietary to the District, its students, or employees or that is protected by data privacy laws.

Employees may not use or post the District's logos on any social media network nor create a social media account that represents the District without permission from the Superintendent or designee.

Employees may not post images on any social media network of co-workers without the co-worker's consent.

Employees may not post images of students on any public social media network if the parent has opted out of image use of their child, except for images of students taken in the public arena, such as at sporting events or fine arts public performances.

Employees may not post any nonpublic images of the District's floor plans.

- B. The District recognizes that student groups or members of the public may create social media accounts representing teams or groups within the District. When employees, including coaches/advisors, choose to join or engage with these social networking groups, they always do so as an employee of the District. Employees have responsibility for maintaining appropriate employee-student and employee-public relationships at all times and have responsibility for addressing inappropriate student behavior or activity witnessed on these networks. This includes acting to protect the safety of minors online.
 - 1. When an official student group or team creates a social media site or team website for itself, the coach or advisor must request and secure the login, password and recovery information for that online group. This will prevent, for example, dozens of out of date Twitter accounts for a sports team, as each year's team captain has graduated and the social media account remains up but not active.
- C. Employees who participate in social media networks may decide to include information about their work with the District as part of their personal profile, as it would relate to a typical social conversation. This may include:
 - 1. Work information included in a personal profile, to include District name, job title, and job duties.

2. Status updates regarding an employee's own job promotion.
 3. Personal participation in District-sponsored events, including volunteer activities.
 4. Words of praise for a District accomplishment.
- D. The District monitors social media and will respond to content when necessary. An employee who is responsible for a social media posting that fails to comply with the requirements set forth in this policy may be subject to discipline, up to and including termination. Employees will be held responsible for the disclosure, whether purposeful or inadvertent, of confidential or private information or information that violates the privacy rights or other rights of a third party.
- E. Anything posted on an employee's personal or professional website, blog, social media account or other online content for which the employee is responsible will be subject to all District policies, rules, regulations, and guidelines. The District is free to view and monitor an employee's publicly viewable website or blog at any time without an employee's consent or previous approval or knowledge. Where applicable, employees may be asked to disclose to the District the existence of and to provide the District with access to an employee's personal or professional website, blog, social media account or other online content for which the employee is responsible as part of an employment selection, promotion or disciplinary process.

Legal Reference:

Minnesota Administrative Rule 8700.7500 Code of Ethics for Minnesota Teachers
Children's Internet Protection Act

Cross References:

Policy 427 – Harassment and Violence
Policy 428 – Respectful Workplace
Policy 515 – Protection and Privacy of Pupil Records
Policy 524 – Acceptable Use of Electronic Technologies
Policy 525 – Website and Intranet
Policy 542 – Civility of Students
Policy 606 – Instructional Materials Review, Selection and Use
Policy 910 – Media Relations

Date Adopted: 6/17/2019	File Number: Detroit Lakes Policy - 492
Date Revised:	Date Reviewed: 10/27/25

492 – ADDING / CHANGING VOLUNTARY BENEFIT OPTIONS FOR DISTRICT EMPLOYEES

Definitions:

Voluntary benefits are benefit or insurance products—such as life, disability, dental critical-illness and accident insurance, as well as pet coverage, ID theft protection, legal services and financial counseling—offered through an employer but paid for partially or solely by employees through payroll deduction.

GENERAL PROCEDURES: Below are the general procedures to be followed for adding or changing voluntary benefit offerings for employees.

1. If the district offers a similar insurance or benefit product it may not add more of the same type of coverage or product.
2. School e-mail may not be used for the purpose of employee solicitation of insurance or benefit products.
3. Personal solicitation and informational meetings by insurers/agents/benefit providers may not occur during working hours (Including parent/teacher conferences).
4. Building rental fees apply for employee meetings.
5. The insurer/agent/benefit provider is responsible for the scheduling and coordination of informational meetings as well as the dissemination, completion and collection of enrollment or other forms.
6. Informational materials may be dropped off in bulk to be placed in employee mailboxes.
7. The district reserves the right to place a minimum number of participants of 30 per product.
8. Due to the varying nature of benefits, the expectation would be that participating employees contact the insurer/agent/benefit provider directly with questions about benefits instead of the Payroll/Benefits Coordinator (with the exception of specific payroll deduction concerns).
9. Any renewal information or processes must be handled by the insurer/agent/benefit provider.
10. Food, prizes and other gifts for employees is prohibited
11. The district reserves the right to determine which insurance or benefits products may be offered to employees and retains the right to reject the same.

12. The insurer/agent/benefit provider must contact the HR Director prior to any employee solicitation, scheduling of informational meetings, disseminating information, etc.
13. This policy also applies to 403(b) vendors/financial planners (also subject to the employee contract negotiations process).
14. Other exceptions may apply.

Date Adopted: 1-12-98	File Number: Detroit Lakes Policy - 502
Date Revised: 03/10/2014; 3/28/2022	Date Reviewed: 10/27/25

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

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

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation for students to carry contraband on their person or in their personal possessions.

III. DEFINITIONS

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to, weapons and

"look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

- B. "Personal possessions" includes but is not limited to purses, backpacks, bookbags, packages, and clothing.
- C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger.
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

VII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

Legal References: U.S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. 121A.72 (School Locker Policy)
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)
G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Cir. 2013)

Cross Reference: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 506 (Student Discipline)

Date Adopted: 01/12/98	File Number: Detroit Lakes Policy - 504
Date Revised: 09/11/06, 08/10/09, 01/11/10, 05/20/19, 4/25/22, 09/25/23	Date Reviewed: 10/27/25

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of this school district to encourage students to be dressed appropriately for school activities. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
 - 1. Clothing appropriate for the weather.
 - 2. Clothing that does not create a health or safety hazard.
 - 3. Clothing appropriate for the activity (i.e., physical education or the classroom).
 - 4. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.
- C. Inappropriate clothing includes, but is not limited to, the following:
 - 1. Short shorts, skimpy tank tops, tops that expose the midriff, or clothing bearing a message that is lewd, vulgar, or obscene.
 - 2. Apparel promoting products or activities that are illegal for use by minors.
 - 3. Objectionable emblems, badges, symbols, signs, words, objects, or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.
 - 4. Any apparel or footwear that would damage school property.
- D. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal
- E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.

- F. "Gang" as defined in this policy means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities, the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

- A. When, in the judgment of the administration, a student's appearance, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians. The school district must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References:

U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415(W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

Date Adopted: 01/12/98	File Number: Detroit Lakes Policy - 505
Date Revised: 8/11/03, 08/10/09; 3/28/22	Date Reviewed: 10/27/25

505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.
- B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

- A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.
- B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.
- C. "Obscene to minors" means:
 - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
 - 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

- D. "Minor" means any person under the age of eighteen (18).
- E. "Material and substantial disruption" of a normal school activity means:
1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.
- In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
- F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and theatrical productions and in-school lunch periods.
- G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

- A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, non-school-sponsored material.
- B. School District emails should not be listed on the distribution materials.
- B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:
1. is obscene to minors;
 2. is libelous or slanderous;
 3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
 4. advertises or promotes any product or service not permitted to minors by law;
 5. advocates violence or other illegal conduct;
 6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, gender, religious or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place and manner restrictions set forth below. In making decisions regarding time, place and manner of distribution, the administration will consider factors including, but not limited to, the following:
1. whether the material is educationally related;
 2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
 3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in the hallways;
 4. the quantity or size of materials to be distributed;
 5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;
 6. whether distribution would require that nonschool persons be present on the school grounds;
 7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

- A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. The time, place and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

- A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:
 1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.
 2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.
 4. If intended for students, the grade(s) of students to whom the distribution is intended.
- B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
 - C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.
 - D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall contact the office of the Superintendent to verify that the lack of response is not due to an inability to locate the person.
 - E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

- A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.
- B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.
- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

[Note: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter, including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]

Legal References: U.S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988).
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986).
Tinker V. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied 565 U.S. 1036, 132 S.Ct. 592 (2011)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 512 (School Sponsored Student Publications)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Date Adopted: 01/12/98	File Number: Detroit Lakes Policy - 508
Date Revised: 02/09/04, 4/13/09, 4/25/22	Date Reviewed: 10/27/25

**508 - EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH
INDIVIDUALIZED EDUCATION PROGRAMS**

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

I. PURPOSE

The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary as to provide a free appropriate public education (FAPE).

II. GENERAL STATEMENT OF POLICY

- A. Extended School Year Services Must Be Available to Provide a FAPE. The school district shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.
- B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:
 - 1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
 - 2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
 - 3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.
- C. Require Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:
 - 1. Prior observations of the student's regression and recoupment over the summer;
 - 2. Observation of the student's tendency to regress over extended breaks in instruction during the school year; and
 - 3. Experience with other students with similar instructional needs.
- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:

1. The student's progress and maintenance of skills during the regular school year.
 2. The student's degree of impairment.
 3. The student's rate of progress.
 4. The student's behavioral or physical problems.
 5. The availability of alternative resources.
 6. The student's ability and need to interact with nondisabled peers.
 7. The areas of the student's curriculum which need continuous attention.
 8. The student's vocational needs.
- E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.
- F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References: Minn. Stat. § 125.14 (Extended School Year)
Minnesota Rule Part 3525.0755
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
34 C.F.R. Part 300 (IDEA Regulations)

Cross References:

DATE: October 1, 2025

TO: Mark Jenson, Superintendent and Board of Education

FROM: Jason Kuehn, Director of Finance and Operations

SUBJECT: **Snow Removal - Laker Transitions and Administration Building**

Administration is recommending snow and ice removal services be contracted with Miller Yard Care and Construction for the Administration Building and Laker Transitions. The budgeted cost would be approximately \$15,000 for both sites - with services being charged on a per visit basis. Services would include material, equipment and labor necessary to automatically, or upon demand, remove snow from the locations.

District Administration recommends approval.



Miller Family Enterprises DBA Miller Yard Care and Construction
2025/2026 Snow Removal Contract
P.O. Box 684, Detroit Lakes, MN 56502
office@milleryardcareandconstruction.com
218-849-9794

Client Name: Laker Transitions

Jobsite Address: 1104 West River Rd, Detroit Lakes, MN 56501

Billing Address: cgedrose@detlakes.k12.mn.us

Contract Terms: Snow service provided from 10/1/2025-5/1/2026

This Scope of Work represents the snow and ice services that will be provided for the following location:

1104 West River Rd, Detroit Lakes, MN 56501

Level of Service

Scope of work for Laker Transitions (client). Miller Family Enterprises DBA Miller Yard Care and Construction (Contractor) is the provider for all snow removal activities including plowing, snowblowing, walk shoveling, brooming, and ice melt applications. Miller Family Enterprises will commence service in accordance with weather conditions as appropriate. This is not a zero tolerance account and in the case of continual snowfall some snow may accumulate on lot and/or walkways. Contractor will work with the storm in a manner that keeps priority areas passable. Contractor strives to provide timely and prompt 24/7 service and to maintain areas specified for snow removal on a regular basis. Contractor furthermore strives to complete initial snow removal operations prior to business opening hours. However, client should keep in mind that due to heavy snow, heavy ice, or snow fall starting or continuing after 3am, client may see a delay in response. Completion times may vary depending on snowfall commencement, duration, and accumulation.

Completion time scenarios:

Contractor has a route cut-off time of 3am.

- Snow events that hit trigger and end by 3am
 - Contractor will begin clearing at 3am.
- Snow events starting after 3am
 - Snow events starting after 3am are considered a "day storm." Service commencement times will be customized per event and snowfall amount. Contractor will clear snow as able/appropriate and prioritize accounts by opening times. Contractor will do a final cleanup as needed after the snow event is finished and businesses are closed.
- Continuous snow events that begin before 3am and continue after 3am.
 - Service commencement times will be customized per event and snowfall amount. If significant accumulation occurs by 3am, contractor will clear routes and then follow procedure for "day storm." If minimal accumulation has occurred by 3am, route commencement time is dependent on contractor's discretion based on predicted snowfall amount.
- Drifting

- If drifting causes snow to accumulate to trigger levels, the drifting event is treated the same as a snowfall event

Scenarios are for example only. Route commencement time is dependent upon Contractor's discretion based on snowfall commencement, duration and accumulation.

Days of service

Contractor reserves the right to commence snow removal operations with each snow event regardless of client's operating hours. Snow removal is dependent upon Contractor's discretion during such days the client has not specified snow removal necessary, including but not limited to time of day, weekends, holidays, and early closures. Client is responsible to complete the "operating hours/snow removal requested" section in contract.

Triggers: Snow will be removed at or above the following "triggers":

- Dusting to ½" snow: ice melt applied to lot as needed
- Generally, ice melt applied to lot after each plowing event, depending on weather conditions
- ½" snow or more: snow removed from walks. Possible snow removal from lot depending on weather conditions
- 1" snow or more: snow removed from walks and lot

Note that trigger amounts vary depending on location and drifting. It is up to the Contractor's best judgment whether trigger amounts have been met and the best snow removal method to proceed with based on weather and temperature. Clearing operation plans will be customized for each specific weather event.

Service area: Snow will be removed from the following areas:

- All driveways and parking areas
- Walks: front sidewalk and two entry doors, two side doors on West side of building, and sidewalk from lot to street

Concealed Conditions/Extreme Conditions/Property Preparation

As part of this contract—the contractor will stake (one time) with fiberglass or nylon stakes and pickets as needed the layout of the parking lot. Contractor is not responsible for damages due to foreign material being left in the parking lot, unmarked hazards, or conditions changing due to winter weather (eg. Frost heaving drains, curb stops, pavement cracks etc). Pavement markings will wear due to normal plowing/blowing operations. Metal cutting edges which are best at minimizing hard-pack snow and ice will leave rust marks and small scrape marks on the pavement and chips and scuffs on curbs and pavers—these are considered normal wear and tear and are not the responsibility of the contractor. Contractor will exercise reasonable care to avoid damage to pavement, curbs, trees, and shrubs. However, contractor is not responsible for damage to landscaping caused by piling of snow, spreading of salt, or the spreading of the chemicals described in this agreement; damage to items that are snow covered or not visible; damage caused by equipment when tree, shrub, and sidewalk areas are not reasonably delineated due to snow accumulation; personal injuries resulting from slip and fall accidents, and/or Acts of God, including, but not limited to, extraordinary weather conditions.

Client understands that plowing (or salting) of a particular location may not clear to the "bare pavement," and that slippery conditions may continue to prevail even after plowing (or application of salt). It shall be the responsibility of the client to notify the contractor in the event that weather conditions cause the melting and re-freezing of any previously treated surface area. Client understands that the contractor assumes no liability for this naturally occurring condition, and the client agrees to indemnify, defend, and hold Miller Family Enterprises DBA Miller

Yard Care and Construction harmless for any and all claims, demands, causes of action, injuries, damages, trespasses or suits in law or equity including but not limited to attorney's fees incurred to defend any claim or suit, court costs, and other costs incurred in defense or any claim that may arise as a result of this naturally occurring condition.

Client understands in the case of extreme weather conditions—e.g. blizzard and sub zero cold, the contractor reserves the right to extended working periods to allow for rest for the operators and warming for the shovelers without penalty to the contractor. Client must also understand that service may not be available at all times. In order to be dependable and safe, Miller Family Enterprises DBA Miller Yard Care and Construction requires time for our drivers to rest and equipment to be serviced between events. Contractor will use their judgment based on the information they have to determine whether or not to start clearing snow.

Contractor will maintain liability insurance in an amount equal or greater than \$1,000,000 at all times.

Monitoring

Client will notify Contractor if Client wishes Contractor to return to Client's premises to perform additional services, including clearing plow ridges or inspection for melt and freeze. Contractor shall not be expected to service potentially dangerous conditions for which it has not been given reasonable notice. Client acknowledges Contractor is not engaged, nor does it accept engagement, as a continuing monitor of potentially dangerous or unsafe conditions which may arise by reason of thawing and refreezing of previously plowed or treated areas.

Payment

This contract for snow removal services covers the entire 2025-2026 winter season. Services will be charged per time. Invoices will be sent out the first of the month and due within 30 days of invoice date. Late or missed payment may result in termination of service until the account is made current.

Snow Season Service Charges

- Service charges
 - Apply ice melt to lot as needed: \$115 per time
 - Clear snow from walks: \$70 per time (includes ice melt as needed)
 - Clear snow from lot: \$75 per time
 - Additional snow removal services requested: priced accordingly

** In the event of significant ice, snow accumulation or drifting, Contractor reserves the right to charge extra for additional time and materials to perform services.*

Terms & Conditions

Termination Clause: This contract is cancelable upon written notification by either party. Monies invoiced or due for services rendered are due and payable upon such cancellation.

Payment Terms: Client agrees to promptly pay invoices within thirty (30) days of receipt. Accounts that are past due may not be serviced until account is brought up-to-date. Customer understands and accepts that the delays in payments made may result in appropriate legal action being taken to collect monies owed. Customer understands and agrees that costs of such legal action, including without limitation lawyers' fees, costs and expenses of suit or bringing suit, may be passed on to the customer, and customer accepts this condition. Contract shall be binding, inure to the benefit of the parties and their heirs, executors and administrators, and assignee's.

Site Damage: Contractor accepts responsibility to repair any physical damage to your site directly caused by us during performance of work covered by this agreement that is beyond normal wear and tear of plowing operation.

Dispute Prevention/Resolution:

Prevention: We agree that we have a common interest in preventing any misunderstandings or differences that may arise between us from becoming claims against one another. With the intent of avoiding this, we agree that we shall make good faith efforts to identify in advance and discuss the potential causes of disputes.

Resolution: We agree that if, and only if, the dispute still remains unsettled for an additional [thirty, forty-five, etc.] days, then we shall submit the dispute to binding neutral arbitration. In this event, we agree that any controversy or claim arising out of, or relating to our contracts dated, or the breach thereof, shall be settled by binding arbitration in accordance with the applicable rules of the American Arbitration Association. We both agree that any action through arbitration against either of us relating to any breach of this agreement must be commenced within one (1) year from the date of the work.

Hold Harmless: The client shall indemnify, defend, and hold harmless Miller Family Enterprises DBA Miller Yard Care and Construction, its owners, employees and subcontractors from and against any and all claims, damages, reasonable attorneys' fees, costs and expenses which the contractor incurs as a result of a claim or claims brought by the owner or any third party, arising out of any wrongdoing, negligence and/or breach of contract by the owner alleged or otherwise, or any Act of God, including but not limited to extraordinary weather conditions, that is related, in any manner whatsoever, to the premises or the owner's involvement with the premises or the services, including but not limited to personal injuries resulting from slip and fall accidents.

Authorization: Any individual who signs this agreement on behalf of Miller Family Enterprises DBA Miller Yard Care and Construction or the property owner represents, promises, and guarantees that he or she is fully authorized to execute this agreement on behalf of his or her employer or company. In the case of an agent of the client, such agent represents, promises, and guarantees that such agent is fully authorized to execute this agreement on behalf of the owner of the premises.

Obligation: The parties agree that the contractor has made no promise or representation except as expressed in this contract. Further, no act or acquiescence by the contractor shall be deemed a waiver of any obligation of the client or owner or manager. **Severability:** Any provision of this Agreement that in any way contravenes the law of any state or country in which this Agreement is effective will, to the extent the law is contravened, be considered separable and inapplicable and will not affect any other provision or provisions of this Agreement.

Shortages: Client acknowledges that product and material shortages or other circumstances beyond Contractor's control may require Contractor, if Contractor finds it necessary or expedient to do so, to make material/substance substitutions and/or modifications to substance mix.

Extra Service: Client agrees to pay to Contractor for any and all Extra Services. Customer may authorize additional Extra Services upon reasonable notice to Contractor.

Client Operating Hours & Snow Removal Request Days

Please complete the table below.

Days	Yes- snow removal needed	No - snow removal not required	Hours of operation for snow removal (i.e. cleared by what time in a.m. and continued until what time in p.m.) Please also describe if only a section needs to be cleared by a certain time.
Example: Saturday	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7am-12pm. Loading dock needs to be cleared by 6am
Monday - Friday	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7am - 3:30 pm
Saturday	<input type="checkbox"/>	<input type="checkbox"/>	
Sunday	<input type="checkbox"/>	<input type="checkbox"/>	
Holidays	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	We will contact you if meetings or events occur on the weekend or holidays

As specified in contract, Contractor reserves the right to commence snow removal operations with each snow event, including events that fall outside of client's operating hours. The above table specifies what days Client wants to remain on the Contractor's priority route list. Snow removal for all other dates is dependent on Contractor's discretion. If Client's operating hours change (including early closures due to extreme weather), they are responsible to notify Contractor. In the absence of notification, continued snow removal service is dependent upon Contractor's discretion.

Site manager/contact name: _____ Title: _____

Phone: _____ Email: _____

Client's signature: _____ Date: _____

Client Name (print): _____ Title: _____

Contractor's signature: _____ Date: _____



Miller Family Enterprises DBA Miller Yard Care and Construction

2025/2026 Snow Removal Contract

P.O. Box 684, Detroit Lakes, MN 56502

office@milleryardcareandconstruction.com

218-849-9794

Client Name: Detroit Lakes Public School Administrator Office
Jobsite Address: 702 Lake Ave, Detroit Lakes, MN 56501
Billing Address: cgedrose@detlakes.k12.mn.us
Contract Terms: Snow service provided from 10/1/2025-5/1/2026

This Scope of Work represents the snow and ice services that will be provided for the following location:

702 Lake Ave, Detroit Lakes, MN 56501

Level of Service

Scope of work for Detroit Lakes Public School Administrator Office (client). Miller Family Enterprises DBA Miller Yard Care and Construction (Contractor) is the provider for the following snow removal activities: plowing, snowblowing, walk shoveling, brooming, and ice melt applications. Miller Family Enterprises will commence service in accordance with weather conditions as appropriate. This is not a zero tolerance account and in the case of continual snowfall some snow may accumulate on lot and/or walkways. Contractor will work with the storm in a manner that keeps priority areas passable. Contractor strives to provide timely and prompt 24/7 service and to maintain areas specified for snow removal on a regular basis. Contractor furthermore strives to complete initial snow removal operations prior to business opening hours. However, client should keep in mind that due to heavy snow, heavy ice, or snow fall starting or continuing after 3am, client may see a delay in response. Completion times may vary depending on snowfall commencement, duration, and accumulation.

Completion time scenarios:

Contractor has a route cut-off time of 3am.

- Snow events that hit trigger and end by 3am
 - Contractor will begin clearing at 3am.
- Snow events starting after 3am
 - Snow events starting after 3am are considered a "day storm." Service commencement times will be customized per event and snowfall amount. Contractor will clear snow as able/appropriate and prioritize accounts by opening times. Contractor will do a final cleanup as needed after the snow event is finished and businesses are closed.
- Continuous snow events that begin before 3am and continue after 3am.
 - Service commencement times will be customized per event and snowfall amount. If significant accumulation occurs by 3am, contractor will clear routes and then follow procedure for "day storm." If minimal accumulation has occurred by 3am, route commencement time is dependent on contractor's discretion based on predicted snowfall amount.
- Drifting

- If drifting causes snow to accumulate to trigger levels, the drifting event is treated the same as a snowfall event

Scenarios are for example only. Route commencement time is dependent upon Contractor's discretion based on snowfall commencement, duration and accumulation.

Days of service

Contractor reserves the right to commence snow removal operations with each snow event regardless of client's operating hours. Snow removal is dependent upon Contractor's discretion during such days the client has not specified snow removal necessary, including but not limited to time of day, weekends, holidays, and early closures. Client is responsible to complete the "operating hours/snow removal requested" section in contract.

Triggers: Snow will be removed at or above the following "triggers":

- Dusting to ½" snow: ice melt applied to lot as needed
- Generally, ice melt applied to lot after each plowing event, depending on weather conditions
- ½" snow or more: snow removed from walks. Possible snow removal from lot depending on weather conditions
- 1" snow or more: snow removed from walks and lot

Note that trigger amounts vary depending on location and drifting. It is up to the Contractor's best judgment whether trigger amounts have been met and the best snow removal method to proceed with based on weather and temperature. Clearing operation plans will be customized for each specific weather event.

Service area: Snow will be removed from the following areas:

- All driveways and parking areas
- City sidewalks and sidewalks/doors around building. Does not include sidewalk coming off of State St to steps/lower level doors
- Street curb along State St and Lake Ave

Concealed Conditions/Extreme Conditions/Property Preparation

As part of this contract—the contractor will stake (one time) with fiberglass or nylon stakes and pickets as needed the layout of the parking lot. Contractor is not responsible for damages due to foreign material being left in the parking lot, unmarked hazards, or conditions changing due to winter weather (eg. Frost heaving drains, curb stops, pavement cracks etc). Pavement markings will wear due to normal plowing/blowing operations. Metal cutting edges which are best at minimizing hard-pack snow and ice will leave rust marks and small scrape marks on the pavement and chips and scuffs on curbs and pavers—these are considered normal wear and tear and are not the responsibility of the contractor. Contractor will exercise reasonable care to avoid damage to pavement, curbs, trees, and shrubs. However, contractor is not responsible for damage to landscaping caused by piling of snow, spreading of salt, or the spreading of the chemicals described in this agreement; damage to items that are snow covered or not visible; damage caused by equipment when tree, shrub, and sidewalk areas are not reasonably delineated due to snow accumulation; personal injuries resulting from slip and fall accidents, and/or Acts of God, including, but not limited to, extraordinary weather conditions.

Client understands that plowing (or salting) of a particular location may not clear to the "bare pavement," and that slippery conditions may continue to prevail even after plowing (or application of salt). It shall be the responsibility of the client to notify the contractor in the event that weather conditions cause the melting and re-freezing of any previously treated surface area. Client understands that the contractor assumes no liability for this naturally

occurring condition, and the client agrees to indemnify, defend, and hold Miller Family Enterprises DBA Miller Yard Care and Construction harmless for any and all claims, demands, causes of action, injuries, damages, trespasses or suits in law or equity including but not limited to attorney's fees incurred to defend any claim or suit, court costs, and other costs incurred in defense or any claim that may arise as a result of this naturally occurring condition.

Client understands in the case of extreme weather conditions—e.g. blizzard and sub zero cold, the contractor reserves the right to extended working periods to allow for rest for the operators and warming for the shovelers without penalty to the contractor. Client must also understand that service may not be available at all times. In order to be dependable and safe, Miller Family Enterprises DBA Miller Yard Care and Construction requires time for our drivers to rest and equipment to be serviced between events. Contractor will use their judgment based on the information they have to determine whether or not to start clearing snow.

Contractor will maintain liability insurance in an amount equal or greater than \$1,000,000 at all times.

Monitoring

Client will notify Contractor if Client wishes Contractor to return to Client's premises to perform additional services, including clearing plow ridges or inspection for melt and freeze. Contractor shall not be expected to service potentially dangerous conditions for which it has not been given reasonable notice. Client acknowledges Contractor is not engaged, nor does it accept engagement, as a continuing monitor of potentially dangerous or unsafe conditions which may arise by reason of thawing and refreezing of previously plowed or treated areas.

Payment

This contract for snow removal services covers the entire 2025-2026 winter season. Services will be charged per time. Invoices will be sent out the first of the month and due within 30 days of invoice date. Late or missed payment may result in termination of service until the account is made current.

Snow Season Service Charges

- Apply ice melt to lot as needed: \$80 per time
- Clear snow from walks: \$135 per time (includes ice melt as needed)
- Clear snow from lot: \$85 per time
- Additional snow removal services requested: priced accordingly

** In the event of significant ice, snow accumulation or drifting, Contractor reserves the right to charge extra for additional time and materials to perform services.*

Terms & Conditions

Termination Clause: This contract is cancelable upon written notification by either party. Monies invoiced or due for services rendered are due and payable upon such cancellation.

Payment Terms: Client agrees to promptly pay invoices within thirty (30) days of receipt. Accounts that are past due may not be serviced until account is brought up-to-date. Customer understands and accepts that the delays in payments made may result in appropriate legal action being taken to collect monies owed. Customer understands and agrees that costs of such legal action, including without limitation lawyers' fees, costs and expenses of suit or bringing suit, may be passed on to the customer, and customer accepts this condition. Contract shall be binding, inure to the benefit of the parties and their heirs, executors and administrators, and assignee's.

Site Damage: Contractor accepts responsibility to repair any physical damage to your site directly caused by us during performance of work covered by this agreement that is beyond normal wear and tear of plowing operation.

Dispute Prevention/Resolution:

Prevention: We agree that we have a common interest in preventing any misunderstandings or differences that may arise between us from becoming claims against one another. With the intent of avoiding this, we agree that we shall make good faith efforts to identify in advance and discuss the potential causes of disputes.

Resolution: We agree that if, and only if, the dispute still remains unsettled for an additional [thirty, forty-five, etc.] days, then we shall submit the dispute to binding neutral arbitration. In this event, we agree that any controversy or claim arising out of, or relating to our contracts dated, or the breach thereof, shall be settled by binding arbitration in accordance with the applicable rules of the American Arbitration Association. We both agree that any action through arbitration against either of us relating to any breach of this agreement must be commenced within one (1) year from the date of the work.

Hold Harmless: The client shall indemnify, defend, and hold harmless Miller Family Enterprises DBA Miller Yard Care and Construction, its owners, employees and subcontractors from and against any and all claims, damages, reasonable attorneys' fees, costs and expenses which the contractor incurs as a result of a claim or claims brought by the owner or any third party, arising out of any wrongdoing, negligence and/or breach of contract by the owner alleged or otherwise, or any Act of God, including but not limited to extraordinary weather conditions, that is related, in any manner whatsoever, to the premises or the owner's involvement with the premises or the services, including but not limited to personal injuries resulting from slip and fall accidents.

Authorization: Any individual who signs this agreement on behalf of Miller Family Enterprises DBA Miller Yard Care and Construction or the property owner represents, promises, and guarantees that he or she is fully authorized to execute this agreement on behalf of his or her employer or company. In the case of an agent of the client, such agent represents, promises, and guarantees that such agent is fully authorized to execute this agreement on behalf of the owner of the premises.

Obligation: The parties agree that the contractor has made no promise or representation except as expressed in this contract. Further, no act or acquiescence by the contractor shall be deemed a waiver of any obligation of the client or owner or manager. **Severability:** Any provision of this Agreement that in any way contravenes the law of any state or country in which this Agreement is effective will, to the extent the law is contravened, be considered separable and inapplicable and will not affect any other provision or provisions of this Agreement.

Shortages: Client acknowledges that product and material shortages or other circumstances beyond Contractor's control may require Contractor, if Contractor finds it necessary or expedient to do so, to make material/substance substitutions and/or modifications to substance mix.

Extra Service: Client agrees to pay to Contractor for any and all Extra Services. Customer may authorize additional Extra Services upon reasonable notice to Contractor.

Client Operating Hours & Snow Removal Request Days

Please complete the table below.

Days	Yes- snow removal needed	No - snow removal not required	Hours of operation for snow removal (i.e. cleared by what time in a.m. and continue until what time in p.m.) Please also describe if only a section needs to be cleared by a certain time.
Example: Saturday	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7am-12pm. Loading dock needs to be cleared by 6am
Monday - Friday	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sidewalks & Parking lot by 7am. Sidewalks thru-out day time until 5pm if necessary.
Saturday	<input type="checkbox"/>	<input type="checkbox"/>	
Sunday	<input type="checkbox"/>	<input type="checkbox"/>	
Holidays	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	

As specified in contract, Contractor reserves the right to commence snow removal operations with each snow event, including events that fall outside of client's operating hours. The above table specifies what days Client wants to remain on the Contractor's priority route list. Snow removal for all other dates is dependent on Contractor's discretion. If Client's operating hours change (including early closures due to extreme weather), they are responsible to notify Contractor. In the absence of notification, continued snow removal service is dependent upon Contractor's discretion.

Site manager/contact name: _____ Title: _____

Phone: _____ Email: _____

Client's signature: _____ Date: _____

Client Name (print): _____ Title: _____

Contractor's signature: _____ Date: _____

DATE: October 1, 2025

TO: Mark Jenson, Superintendent and Board of Education

FROM: Jason Kuehn, Director of Finance and Operations

SUBJECT: **Snow Removal - Rossman Elementary, Bus Garage, and Lincoln Education Center**

Administration is recommending snow and ice removal services be contracted with Taves Construction (dba Driveway Services) for Rossman Elementary, Bus Garage, and Lincoln Education Center. The annual cost would be a minimum contract of \$15,000 would include material, equipment and labor necessary to automatically, or upon demand, remove snow from the locations.

District Administration recommends approval.



Detroit Lakes Public Schools

Independent School District No. 22
 702 Lake Avenue, Detroit Lakes, MN 56501
 Phone: 218.847.9271 Fax: 218.847.9273

QUOTATION REQUEST FOR SNOW/ICE REMOVAL WORK

For services provided for the winter of 2025-26

Vendor agrees to furnish sufficient manpower and the following list of snow removal equipment for snow/ice removal during the winter of 2025-26 at the following District locations: Rossman School, Bus Garage and Lincoln Education Center.

<u>Snow Removal Equipment</u>		
Vehicle (Make/Year)	Description (Size/Capacity)	Cost Per Hour
1. 2021 KOMATSU 320	14' PUSHER	225 -
2. 2021 KOMATSU 200	12' PUSHER	225 -
3. 2018 906M CAT	14' PUSHER	225 -
4. 2015 CASE LOADER	12' PUSHER	225 -
5. 2022 721 CASE	14' PUSHER	225 -
6. 2008 821 CASE	5' YARD BUCKET	225 -
7. 2011 244 JOHN DEERE	10' PUSHER	185 -
8. 2014 750 BOBCAT	10' PUSHER	185 -
9. 2014 750 BOBCAT	8' PUSHER	185 -
10. HAUL SNOW		4/YARD
11. PLOW PICKUP		150 -
12. 2023 S770 BOBCAT	10' PUSHER	185 -

* MINIMUM CONTRACT PRICE \$15,000 PER YEAR

Vendor understands that it their responsibility to clear all parking lots, driveways and designated sidewalks on a priority established by the Supervisor of Operations before 7:00 A.M. each normal school or business day and before 8:00 A.M. each weekend or holiday break. It is understood that the District may limit the extent of snow removal as necessary on weekends or holiday breaks.

Vendor agrees to remove snow each day an accumulation of 2" of snow occurs, or upon demand. Daily snow removal will be followed by as needed sanding/ice melt application of the parking lots. Any additional sanding/ice melt application, plowing or sweeping (for parking lots or sidewalks) will be done on a call request basis.

Hauling or relocating of snow by means of truck or loader at the schools will be done on a request basis by the Supervisor of Operations only.

DENNIS 218 850 3092

The following phone number JOHN 218 841 2999 may be used at all hours by the Supervisor of Operations or those authorized by him to request services or to give special instructions.

Vendor understands that they are responsible for damages to school property occurring during snow removal. Vendor agrees to carry sufficient liability insurance to indemnify Detroit Lakes Public Schools and that all workers will be covered by the vendor's

workers compensation plan and will attach proof of liability and worker's compensation policy to the submitted quote.

Vendor agrees to treat Detroit Lakes Public Schools as a priority in relationship to other snow removal customers, and the schools will be plowed first. In the event that the vendor is unable to remove snow within the time constraints as stated, vendor will reimburse the District for any remedial costs.

Vendor will submit bills individually for each building location on or before the 25th of each month for actual work performed. Payment will be made on or about the 15th of the following month. Submit all invoices to the Supervisor of Operations at the above address.

Official name of Vendors Business: Taves Construction, Inc. dba Driveway Service

Authorized Vendor Signature: *Jenna Taves*

NOTE: Lincoln Education is for sale, and upon sale, we would not need any snow removal at this site. ISD#22 will contact you if this occurs.

DATE: October 15, 2025

TO: Mark Jenson, Superintendent and Board of Education

FROM: Jason Kuehn, Director of Finance and Operations

SUBJECT: **Snow Removal - Detroit Lakes High School, Detroit Lakes Middle School, and Roosevelt Elementary**

Administration is recommending snow and ice removal services be contracted with Feldt Plumbing and Excavating for Roosevelt Elementary, Detroit Lakes High School, and Detroit Lakes Middle School for the 2025-26 school year. The annual cost would be a minimum contract of \$35,000 would include material, equipment and labor necessary to automatically, or upon demand, remove snow from the locations.

District Administration recommends approval.



Detroit Lakes Public Schools

Independent School District No. 22

702 Lake Avenue, Detroit Lakes, MN 56501

Phone: 218.847.9271 Fax: 218.847.9273

QUOTATION REQUEST FOR SNOW/ICE REMOVAL WORK

For services provided for the winter of **2025-26**

Vendor agrees to furnish sufficient manpower and the following list of snow removal equipment for snow/ice removal during the winter of 2025-26 at the following District locations: High School, Middle School & Roosevelt Elementary School

	<u>Snow Removal Equipment</u>		
Vehicle (Make/Year)	Description (Size/Capacity)		Cost Per Hour
1. Front End Loader	17-19' Pusher		\$250
2. Front End Loader	14-16' Pusher		\$250
3. Skidsteer	8-10' Pusher		\$185
4. Mini Loader	8-10' Pusher		\$200
5. Front End Loader	Snow Blower		\$360
6. Dump Truck			\$160
7. Front End Loader	Snow Bucket		\$235
8. Skidsteer	6' Blower		\$235
9.			
10.	There is a \$35,000 guarantee. If we don't hit \$35,000		
11.	charging the hourly rates as listed, you will be charged		
12.	the difference.		

Vendor understands that it is their responsibility to clear all parking lots, driveways and designated sidewalks on a priority established by the Supervisor of Operations before 7:00 A.M. each normal school or business day and before 8:00 A.M. each weekend or holiday break. It is understood that the District may limit the extent of snow removal as necessary on weekends or holiday breaks.

Vendor agrees to remove snow each day an accumulation of 2" of snow occurs, or upon demand. Daily snow removal will be followed by as needed sanding/ ice melt application of the parking lots. Any additional sanding/ice melt application, plowing or sweeping (for parking lots or sidewalks) will be done on a call request basis.

Hauling or relocating of snow by means of truck or loader at the schools will be done on a request basis by the Supervisor of Operations only.

The following phone number 218.849.1859 may be used at all hours by the Supervisor of Operations or those authorized by him to request services or to give special instructions.

Vendor understands that they are responsible for damages to school property occurring during snow removal. Vendor agrees to carry sufficient liability insurance to indemnify Detroit Lakes Public Schools and that all workers will be covered by the vendor's workers compensation plan and will attach proof of liability and worker's compensation policy to the submitted quote.

Vendor agrees to treat Detroit Lakes Public Schools as a priority in relationship to other snow removal customers, and the schools will be plowed first. In the event that the vendor is unable to remove snow within the time constraints as stated, vendor will reimburse the District for any remedial costs.

Vendor will submit bills individually for each building location on or before the 25th of each month for actual work performed. Payment will be made on or about the 15th of the following month. Submit all invoices to the Supervisor of Operations at the above address.

Official name of Vendors Business: Feldt Plumbing & Excavating

Authorized Vendor Signature: *Karen Feldt*

Date Adopted: 8/11/03	File Number: Detroit Lakes Policy - 501
Date Revised: 5/10/04, 08/10/2009, 07/10/2013; 3/28/2022, <u>11/24/25</u>	

501 SCHOOL WEAPONS POLICY

[Note: School districts are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens' Personal Protection Act (often referred to as the "conceal and carry" law).]

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.

B. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

C. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

D. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

2. No person shall possess, use, or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

[NOTE: In June 2025, MSBA organized these definitions in alphabetical order.]

A. "Weapon"

~~1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; num chuks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.~~

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~~3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.~~

~~B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school contracted vehicles, the area of entrance or departure from school premises or events, all locations where school related functions are conducted, and anywhere students are under the jurisdiction of the school district.~~

~~C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.~~

~~D. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.~~

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers;
2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
3. persons authorized to carry a pistol under Minnesota Statutes, section 624.714, while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes, 624.714 or 624.715, or other firearms in accordance with Minnesota Statutes, section 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.
5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;

8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or

9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

[Note: Nothing prevents a school district from being more stringent in its weapons policy with respect to students and school district employees than the criminal law, except that the school district may not prohibit the lawful carry or possession of firearms in a parking facility or parking area. Although some school districts may choose to incorporate all of the exceptions to the criminal law, other school districts may choose either not to incorporate some or all of the exceptions or to further limit them. For example, a school district may choose to require written permission from the superintendent, not just a principal, for someone to possess a dangerous weapon in a school location. This would impose a more stringent requirement than the exceptions to the general prohibition of having a weapon on school grounds set forth in Minnesota Statutes, section 609.66, Subdivision 1d (f) listed in Section IV.B. above. However, a school district may not regulate firearms, ammunition, or their respective components, when possessed or carried by nonstudents or nonemployees, in a manner that is inconsistent with Minnesota Statutes section 609.66, Subdivision 1d.]

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statutes, section 624.714, to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION / USE / DISTRIBUTION

A. The school district does not allow the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;

4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully.

D. Administrative Discretion

While the school district does not allow the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.

2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

[Note: An employer may establish policies that restrict the carry or possession of firearms by its employees while acting in the course and scope of employment. Employment-related sanctions may be invoked for a violation. Thus, for example, reasonable limitations may be imposed on the method of storing firearms by permit-holding employees while at work or performing employment-related duties. Reasonable limitations may include requiring firearms to have trigger locks and to be stored in a locked container or locked compartment of the vehicle.]

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.

2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

VII. REPORTS OF DANGEROUS WEAPON AND ACTIVE SHOOTER INCIDENTS IN SCHOOL ZONES

A. The school district must electronically report to the Commissioner of the Minnesota Department of Education ("Commissioner") incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.

B. The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.

1. "Active shooter incident" means an event involving an armed individual or individuals on campus or an armed assailant in the immediate vicinity of the school.

2. "Active shooter threat" means a real or perceived threat that an active shooter incident will occur.

[NOTE: The 2025 Minnesota legislature enacted the addition to 2.c (Session Law Chapter 35)].

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone)
Minn. Stat. § 609.02, subd. 6 (Definition of Dangerous Weapon)

Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M., 611 N.W.2d 802 (Minn. 2000)
In re A.D., 883 N.W.2d 251 (Minn.2016)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Date Adopted: 06/13/88	File Number: Detroit Lakes Policy - 503
Date Revised: 01/12/98 07/25/22, <u>11/24/25</u>	

503 - STUDENT ATTENDANCE

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

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance

records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments in accordance with the grading policy of each school building. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are **REQUIRED** to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included ~~as an addendum~~ in each school's student handbook to this policy.

1. Excused Absences

a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

b. The following reasons shall be sufficient to constitute excused absences:

- (1) Illness.
- (2) Serious illness in the student's immediate family.
- (3) A death or funeral in the student's immediate family or of a close friend or relative.
- (4) Medical, dental, or orthodontic treatment, or a counseling appointment.

- (5) Court appearances occasioned by family or personal action.
- (6) Religious instruction not to exceed three hours in any week.
- (7) Physical emergency conditions such as fire, flood, storm, etc.
- (8) Official school field trip or other school-sponsored outing.
- (9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- (10) Family emergencies.
- (11) Active duty in any military branch of the United States.
- (12) A student's condition that requires ongoing treatment for a mental health diagnosis.
- (13) College visits approved by administration (2 days per year; must notify DLHS in writing before the absence).

[Note: State law provides that a school board may include other exemptions in the school district's attendance policy. See Minn. Stat. § 120A.22, Subd. 12. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence ~~should~~**must** be made up within 2 days from the date of the student's return to school. ~~-Any work not completed within this period shall result in "no credit" for the missed assignment.~~ However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the

school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

~~(5) — Vacations with family.~~

~~(6) — Absences resulting from cumulated unexcused tardies (_____ tardies equal one unexcused absence).~~

~~(57)~~ Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, ~~Minnesota Statutes, sections §§~~ 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

(4) Students with unexcused absences shall be subject to discipline in the following manner:

~~(a) — From the first through the _____ cumulated unexcused absence in a [quarter or semester] the student will not be allowed to make up work missed due to such absence.~~

~~(a**b**) After the 3rd _____ cumulated unexcused absence in a [quarter or semester], a student could be referred to Becker County Human Services. parent or guardian will be notified by certified mail that his or her child is nearing a total of _____ unexcused absences and that, after the _____ unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.~~

~~(b**e**) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.~~

~~(d) — After _____ cumulative unexcused absences in a [quarter or semester] the teacher will reduce the student's letter grade by one increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.~~

~~(ce) Detroit Lakes Public Schools After _____ cumulated unexcused absences in a [quarter or semester], the administration may impose the loss of academic credit in the class or classes from which the student has been absent due to unexcused absences. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.~~

~~(f) — If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minnesota Statutes, sections §§ 121A.40-121A.56.~~

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

- a. Students tardy at the start of school must report to the school office for an admission slip.
- b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. Consequences of tardiness may include detention. ~~after _____ unexcused tardies. In~~

~~addition _____ unexcused tardies are equivalent to one unexcused absence.~~

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodation should be directed to the building principal.

IVH. DISSEMINATION OF POLICY

A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

IV. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes, section § 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes, section § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences. The school may require medical verification for absences due to medical reasons;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes, section § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section § 120A.34;
4. That this notification serves as the notification required by Minnesota Statutes, section § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes, Chapter: 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes, section § 260C.201; and
- ~~9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.~~

[Note: Where services and procedures under Minn. Stat. Ch. 260A are available within the school district, the following provisions should also be included in the policy.]

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under ~~Minnesota- Statutes~~~~Statutes~~~~Chapter-~~ 260A.

Legal References: Minn. Stat. § 129A.05 (Definitions)
Minn. Stat. § 120.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian when Child is Continuing Truant).
Minn. Stat § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 38 Ill. App. 3d 603, N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: MSBA Model Policy 506 (Student Discipline)

Date Adopted: 01/12/98	File Number: Detroit Lakes Policy - 507
Date Revised: 05/13/02; 4/25/22, 09/25/23, <u>11/24/25</u>	

507 - CORPORAL PUNISHMENT AND PRONE RESTRAINT

[Note: The provisions of this policy substantially reflect statutory requirements. The revisions in this model policy incorporate legislative changes enacted throughout the 2024 Minnesota legislative session. School boards may have adopted some revisions in the spring, when the first set of laws were enacted.]

I. PURPOSE

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student.

III. DEFINITIONS

1. "Corporal punishment" means conduct involving:

a. hitting or spanking a person with or without an object; or

b. unreasonable physical force that causes bodily harm or substantial emotional harm.

2. "Employee or agent of the district" does not include a school resource officer as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c).

32. "Prone restraint" means placing a child in a face-down position.

IV. PROHIBITIONS

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

2. ~~An employee of the district shall not use prone restraint. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.~~

3. An employee or agent of a district, ~~including a school resource officer, security personnel, or police officer contracted with a district,~~ shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.

4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582. The use of reasonable force as set forth in Section V does not authorize conduct prohibited pursuant to Minnesota Statutes, section 125A.0942.

V. REASONABLE FORCEEXCEPTIONS

1. Reasonable force may be used upon or toward the person of another without the other's consent when the following circumstance exists or the actor reasonably believes it to exist:

a. when used by a teacher, school principal, school employee, school bus driver, or other agent of the school in the exercise of lawful authority, to restrain a child or pupil to prevent bodily harm or death to the child, pupil, or another.

2. Reasonable force may be used upon or toward the person or a child without the child's consent when the following circumstance exists or the actor reasonably believes it to exist:

a. when used by a teacher, school principal, school employee, school bus driver, other agent of the district, or other member of the instructional, support, or supervisory staff of a public school upon or toward a child or pupil when necessary to restrain the child or pupil to prevent bodily harm or death to the child, pupil. Nothing in Minnesota Statutes, section 609.379 limits any other authorization to use reasonable force including but not limited to authorizations under Minnesota Statutes, section 121A.582, subdivision 1, and section 609.06, subdivision 1.

3. A teacher or school principal may use reasonable force under the conditions set forth in Policy 506 (Student Discipline)

[NOTE: These revisions reflect 2024 legislative changes and are reformatted to enhance readability.]

VI. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Legal Actions against districts and teachers)
Minn. Stat. § 125A.0941 (Definitions)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)

Minn. Stat. § 609.06 ~~Subd. 1 (6)(7)~~ (Authorized use of force)
Minn. Stat. § 609.379 (Permitted Actions)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)
Minn. Stat. § 645.241 (Punishment for Prohibited Acts)

Cross References: MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507.5 (School Resource Officers)

Rossman Elementary Goals 2025-26

2025-26 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

Since 2022-23, the Rossman Site Team has implemented strategies to improve attendance for all students. In 2022-23, the 16 day absence rate was 33%. In 2023-24, the rate of 16 day absences decreased to 22.7% . In 2024-25, the percentage decreased to 21% of students with more than 16 absences. The Site Team will continue to focus on attendance in **2025-26 with the goal of 19% or less of our students absent 16 days (or 81% of our students attending at the rate of 90%)** . We will 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” ● Becker County will offer voluntary services and support to families as part of the team intervention and relationship-building process 	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: 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: https://www.attendanceworks.org/take-action/educators/teachers/ 	September-May	K-5 Teachers SST Team School Counselor

Rossman Elementary Goals 2025-26

	<p>https://www.attendanceworks.org/research/elementary-school/</p> <ul style="list-style-type: none"> Engage students in improving overall attendance <ul style="list-style-type: none"> Teach about importance of coming to school and celebrate good attendance Develop attendance success plans with student input Celebrate and recognize attendance with weekly Attendance Awards 		
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 Connections with Becker County services and support will provide resources and opportunities for families struggling with attendance 	September -May	K-5 Teachers Administration Attendance Team

2025-26 Goal 2: *To increase the Rossman community engagement options and opportunities.*

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

Guiding Principles	Implementation Actions and or Activities	Timeline	People Engaged
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Rossman Elementary Goals 2025-26

R1	<ul style="list-style-type: none"> ● Communicate options for family/parent engagement <ul style="list-style-type: none"> ○ Home to school connections ○ Invitations to volunteer (PTO and classroom) ○ Family events planned by the PTO ○ Increase number of parents/guardians involved in the PTO ● Engage families in reading weekly newsletters and communications <ul style="list-style-type: none"> ○ Ensure all families have access to digital newsletters 	September-May	K-5 Teachers Rossman 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 ○ Invite parents to PTO meetings and events 	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"> ● Data and feedback collected to measure impact of the effort to increase family connection and engagement <ul style="list-style-type: none"> ○ Number of participants in events/activities in classrooms and building-wide ○ Number of participants in the PTO ○ Family survey in the Spring 	September-May	K-5 Teachers Administration Rossman PTO

Roosevelt Elementary Goals 2025-26

2025-26

High Performing School Area: Collaboration and communication.

GOAL #1:

By **June 2026**, Roosevelt school will **increase the staff collaboration and communication score from 82.2% to at least 85%**, as measured by the **annual Roosevelt Climate and Culture survey**, through the implementation of structured team meetings, digital communication tools and quarterly feedback opportunities.

Guiding Principles	Implementation Actions and or Activities	Timeline	People Engaged
R1	<ul style="list-style-type: none"> Facilitate grade-level/interventionist MTSS team meetings for collaborative planning 	<ul style="list-style-type: none"> September-May <ul style="list-style-type: none"> 6x/yr after building progress monitoring occurs 	Classroom Teachers, Specialists, Interventionists and Administration
I2	<ul style="list-style-type: none"> Implement a shared digital platform for staff communication and resource sharing by December 2025 that includes small group and individual tiered instruction 	<ul style="list-style-type: none"> December-May 	Classroom Teachers, Specialists, Interventionists and Administration
D3	<ul style="list-style-type: none"> Implement mandatory Morning Meetings within every classroom and utilize shared materials consistently across grade levels (grades K-2, 3-5) 	<ul style="list-style-type: none"> September-May 	Classroom Teachers, Specialists, Interventionists and Administration
E4	<ul style="list-style-type: none"> Furthering collaboration opportunities, provide a series of six additional planned meetings between grade-level teachers and interventionists to discuss students' current progress and future needs 	<ul style="list-style-type: none"> September-May <ul style="list-style-type: none"> 6x/yr after grade-level MTSS meetings occur 	Classroom Teachers, Specialists, Interventionists and Administration

2025-26

High Performing School Area: **Family and community involvement.**

GOAL #2:

By **June 2026**, the school will **increase its family and community involvement score** from **74.7% to at least 78%**, as measured by the **annual Roosevelt Family Survey**, by expanding events, improving communication, and deepening community partnerships.

Guiding Principles	Implementation Actions and or Activities	Timeline	People Engaged
R1	<ul style="list-style-type: none">• Host at least eight family engagement events during the 2025–2026 school year	<ul style="list-style-type: none">• September-May	Teachers, Paraprofessionals, Administrators and Families
I2	<ul style="list-style-type: none">• Increase the reach/engagement of the Roosevelt Revelations family newsletter	<ul style="list-style-type: none">• September-May<ul style="list-style-type: none">○ weekly	Teachers, Paraprofessionals, Administrators and Families
D3	<ul style="list-style-type: none">• Increase the attendance numbers at Parent/Teacher Organization meetings	<ul style="list-style-type: none">• September-May<ul style="list-style-type: none">○ monthly	Teachers, Paraprofessionals, Administrators and Families
E4	<ul style="list-style-type: none">• Develop partnerships with three local organizations to support community-based services and events by April 2026	<ul style="list-style-type: none">• September-May	Teachers, Paraprofessionals, Administrators and Families



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">• BARR Implementation/Training• Inservice Training Modules• Support diverse ways of thinking and doing<ul style="list-style-type: none">○ Culture of building, how our teams function, and are supportive of students

**'25-26 -
YEAR 5**

Indicator bullets that will be addressed:

Detroit Lakes Middle School Will Have a Supportive Learning Environment

- Amongst Students
 - Top 20 Expectations
 - BARR Lessons/Curriculum
 - Rise and Shine Recognition
 - Academic Intervention Time
- Amongst Teachers
 - Attend BARR Training pre school 2 day event
 - Attend and participate in small block and big block meetings supporting students
- Building → Community
 - Continued Communication Regarding Professional Development & BARR
- Principal → Teacher
 - Individual Staff Conversations
- Building Wide
 - BARR Weekly Meetings
 - BARR Big Block Meetings
 - Expectation of participation

Guiding Principles	Administrator Teacher Leader Assigned (Accountability)	Monitoring Process	Measure of success and completion indicators	Plan Adjustments Actions
R1	Principals Teachers Teams Student Success Coord	<ul style="list-style-type: none"> ● Weekly BARR meetings ● Big Block ● Building Professional Dev. ● Staff Inservice Days 	<ul style="list-style-type: none"> ● BARR documents ● PD Documents ● Staff surveys 	Involve district leadership if needed Site Council Updates BARR Feedback
I2	Site Council PLCs	<ul style="list-style-type: none"> ● Monthly Meetings 	<ul style="list-style-type: none"> ● PD Day Activities ● Staff/teacher/Student surveys 	Site Council/District Activities
D3	Site Council PLCs	<ul style="list-style-type: none"> ● Monthly Meetings ● Rise and Shine Events ● AIT 	<ul style="list-style-type: none"> ● PD Day Activities ● Staff/teacher/Student surveys 	Site Council/District Activities
E4	BARR Trainers Principal/Site Council District Council PLCs	<ul style="list-style-type: none"> ● PD Day Outlines ● Staff meeting notes ● BARR Training Manuals 	<ul style="list-style-type: none"> ● PD Day Activities ● BARR Training ● District PD 	BARR Coach Site Council Feedback District Council

2025-26 Goal: Detroit Lakes Middle School will have a supportive learning environment.

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"> I-time lesson implementation Rise and Shine events Staff participate and attend team meetings Weekly BARR Meetings/Big Block Meetings Weekly PLC Meetings Increased support/attendance from elective teachers? BARR Meeting Notes - elective teachers 	Sept 2025 - May 2026	Teachers Admin BARR Coordinator
Innovation	<ul style="list-style-type: none"> BARR Sheet, updating prior to block meetings BARR Sheet Data Forms Team Preparation for Weekly/Big Block Meetings Survey of staff - BARR Implementation of Fall Training + Itime lessons & Student Strengths - In Place = Progress/Data, Prob Solving, Root Cause - Highly Dev. = Goals - Developing 	Sept 2025 - May 2026	Teachers Admin BARR Coordinator
Development	<ul style="list-style-type: none"> BARR Sheet, updating prior to block meetings Coaching Notes/Records - BARR Sheet Completion Staff participation and involvement during inservice training, and yearly trainings Attendance Rates for BARR 2 day training/PD Days Artifacts - Pacing Guides 	Sept 2025 - May 2026	Teachers Admin BARR Coordinator
Equity	<ul style="list-style-type: none"> All staff buy-in, support, accountability for implementing BARR strategies, or teacher-based interventions BARR Coach Feedback/BARR activity completion 	Sept 2025 - May 2026	Teachers Admin BARR Coordinator

2025-26 Goal #1: A Clear and Shared Focus

Our focus for this year is to create a positive educational experience for students and families. The long term goal for all of our students is to increase educational success for all of our students and to provide a smooth transition to mainstream.

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	25-26 School Year	ALC Staff AIE Staff Families Community Members
I2	<ul style="list-style-type: none">• Newsletter - Updated Weekly• Classroom Observations and follow ups	25-26 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	25-26 School Year	ALC Staff Community Members ALC Students
E4	<ul style="list-style-type: none">• Teaching and Learning are organized around the shared focus and vision• Commitment to continual improvement• Resources are aligned to support the shared focus and vision	25-26 School Year	ALC Staff ALC Principal

2025-26 Goal #2: Curriculum, Instruction, and Assessments Aligned with Standards

Our focus for this year is to have curriculum that is aligned to state standards, based on best practice and make it personalized based on the student's individual needs.

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">Plan Curriculum around academic learning requirementsVary instruction based on student's needs	25-26 School Year	ALC Staff ALC Students
I2	<ul style="list-style-type: none">Consistent framework used in developing curriculum focusing on essential questions, student learning outcomes and instructional practices	25-26 School Year	ALC Staff ALC Principal
D3	<ul style="list-style-type: none">Assessments (formative & summative) line up with what is intended to be learnedGrading primarily reflects student learning instead of other things.	25-26 School Year	ALC Staff
E4	<ul style="list-style-type: none">Staffings with FamiliesEmail/Phone Calls to parents/guardians	25-26 School Year	ALC Staff Families

2025-2026 Goal #1:

DLHS has a Clear and Shared Focus: Future Ready Skills & a Supportive Learning Environment

(Resources: [Redefining Ready Benchmarks](#), [DLHS Scorecard](#), [DLHS Data ARC](#) and [MINNESOTA NATIVE AMERICAN ESSENTIAL UNDERSTANDINGS FOR EDUCATORS](#))

Guiding Principles	Administrator/Teacher Leader Assigned (Accountability)	Timeline	People Engaged	Monitoring Process
R1	<p>Focus: Stakeholders (staff, students, parents, community) are aware of and can articulate our shared focus and vision of future ready skills and a supportive learning environment.</p> <p>Continue lessons on College, Career, and Life Ready in 9th grade seminar, academies/pathways, and 21st Century Skills, using goal-setting tools, reflection portfolios, and surveys to track progress. Promote this work to parents/families through newsletters, social media, in-person sessions, and visual guides to support student success.</p>	<p>Seminar/21st Century lessons: ongoing; student surveys. Newsletters/social media: monthly; parent sessions: 3+ per year.</p>	<p>Students, Seminar/21st Century Teachers, Counselors, Parents, School Admin, BARR Leadership</p>	<p>Review lesson completion, portfolios, and survey results quarterly to adjust lessons as needed. Track parent engagement through newsletter metrics, session attendance, and mid- and end-of-year surveys.</p>
I2	<p>Focus: Data is utilized to measure successes of shared focus and vision and used to build on strengths and correct weaknesses.</p> <p>Maintain and expand DLHS BARR and Redefining Ready data systems, including school-wide and individual 21st Century Skills scorecards, and share with staff in BARR meetings to monitor progress, celebrate successes, and address growth areas.</p>	<p>Ongoing throughout the year</p> <p>Each grading period</p>	<p>Teachers, Counselors, Admin, Data Team, 21st Century Skills Staff</p>	<p>Review data in BARR meetings, track scorecard completion, analyze trends, and adjust instruction; monitor meeting participation and school-level report card trends.</p>
D3	<p>Focus: There is a commitment to continuous improvement.</p> <p>Use DLHS Data ARC to track student performance and course outcomes year-round, and maintain updated pacing guides aligned to standards, College/Career/Life Ready competencies, and assessments.</p>	<p>Ongoing throughout the year.</p> <p>Start of year; updates as needed</p>	<p>Admin, Teachers, Data Teams, Counselors, Curriculum Coordinator, Instructional Coaches</p>	<p>Review data weekly and monthly to guide instruction and PD; monitor pacing guides for alignment, updates, and teacher feedback.</p>
E4	<p>Focus: High levels of collaboration and communication; data is used effectively to analyze, evaluate, and improve in all areas.</p> <p>Collect and analyze data across all demographic groups using BARR, DLHS Scorecards, ELaker student progress, and share insights in staff meetings, PD sessions, and leadership meetings to identify disparities and guide improvement. Ensure equitable practices are understood and applied across all classrooms and programs.</p>	<p>Ongoing throughout the year</p>	<p>Admin, Teachers, Data Team, Counselors</p>	<p>Review demographic data and meeting notes monthly to track trends, address gaps, and ensure equitable practices improve student outcomes.</p>

2025 - 2026 Goal #2:

At DLHS, Curriculum, Instruction, and Assessments are Aligned with Standards

Guiding Principles	Administrator Teacher Leader Assigned (Accountability)	Timeline	People Engaged	Monitoring Process
R1	<p>Focus: Assessments (formative and summative) align with what is intended to be learned.</p> <p>Revisit and refine grading practices: During professional development sessions and PLCs, review grading and reporting practices to ensure assessments align with intended learning outcomes as written in our pacing guides.</p>	Ongoing throughout year; revisited during PD and PLC cycles	Teachers, Pathway/PLC Leads, Admin	Monitor PLC and PD meeting notes; review grading and reporting practices; analyze assessment alignment and consistency across courses.
I2	<p>Focus: Grading reflects student learning rather than other factors; instruction is focused on high expectations and personalized based on student needs.</p> <p>Revisit grading and personalize instruction: During professional development sessions and PLCs, review grading practices to ensure they reflect student learning. Utilize AIT (Academic Intervention Time) to reduce failure rates and ensure learning in content areas.</p>	Ongoing throughout year; revisited during PD and PLC cycles	Teachers, Pathway/PLC Leads, Admin	Monitor PD and PLC notes; track progress on grading adjustments; review implementation of employability skills grading category; assess whether instructional practices reflect high expectations and personalized student support.
D3	<p>Focus: Curriculum and instruction are based on best-practice instruction.</p> <p>Update pacing guides and refine instructional practices: Update all pacing guides at DLHS by the end of the school year to align with best-practice instruction. Utilize professional development sessions to review and improve grading and reporting procedures. Reference DLHS pacing guides to guide curriculum planning. Align ELaker courses to DLHS course pacing guides</p>	Pacing guides: by end of school year; PD: ongoing throughout year Alignment: before the start of the 2026-2027 school year	Teachers, PLC leaders, Admin, PD Coordinators	Monitor completion and alignment of pacing guides; review PD notes and follow-up actions; assess whether instructional practices reflect best-practice strategies and grading/reporting improvements.
E4	<p>Focus: Culturally responsive teaching strategies are utilized; instruction is aligned to State standards and varied according to student needs.</p> <p>Implement culturally responsive instruction: Use the document <i>Minnesota Native American Essential Understandings for Educators</i> in PLCs to continue learning strategies to best serve Native American students. Align instruction to state standards and differentiate according to student needs.</p>	Ongoing throughout the year; discussed in PLCs regularly	Teachers, Department Leads, PLC Facilitators, Admin	Review PLC notes for discussion and implementation of strategies; monitor lesson plans and instructional practices for alignment to standards and culturally responsive approaches; assess student engagement and outcomes.



Fall 2025 Lane Change



Name	Present Lane	Present Salary	Requested Lane	Requested Salary	Increase
Anna Aakre	MA+10, Step 14	\$81,037.00	MA+20, Step 14	\$83,685.00	\$2,648.00
Ryan Beherns	BA+40, Step 4	\$54,655.00	BA+50, Step 4	\$56,384.00	\$1,729.00
Kristen Blom	BA, Step 14	\$65,989.00	BA+10, Step 14	\$67,928.00	\$1,939.00
Garrett Jensen	MA, Step 11	\$67,356.00	MA+10, Step 11	\$69,219.00	\$1,863.00
Heather Torgerson	MA+20, Step 6	\$61,747.00	MA+30, Step 6	\$63,613.00	\$1,866.00
Totals		\$61,747.00		\$63,613.00	\$10,045.00



Detroit Lakes Public Schools: Striving for Comprehensive Achievement and Civic Readiness

*Striving for Comprehensive Achievement and Civic Readiness Report/ Achievement
& Integration Progress Report(A&I)*

Board Presentation -- October 2025

Purpose

This annual report celebrates progress and outlines our next steps in achieving district and state goals for student success.

It fulfills requirements for Reporting of:

- Achievement & Integration (A&I)
- Striving for Comprehensive Achievement & Civic Readiness



Striving for Comprehensive Achievement and Civic Readiness Report



Goals

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

Our data and strategies align directly to these goals.

Our Framework: Using Data to Drive Effective Instruction

- ▶ We use a variety of data sources, including academic, behavioral, and community information, to ensure that every student is known by name and by need.

Examples:

- ▶ Focus on strong core instruction - Tier 1
- ▶ Interventions within classrooms
- ▶ Tier 2/3 and special education
- ▶ Progress monitor
- ▶ Classroom assessments
- ▶ Standardized assessments



Making Meaning from the Data

DATA



SORTED



ARRANGED



PRESENTED
VISUALLY



EXPLAINED
WITH A STORY



ACTIONABLE
(USEFUL)



MTSS - Continuous Improvement Process

- ❑ Our educators use data to drive instruction → by name and by need.
- ❑ Effective core instruction remains our greatest equalizer and achievement strategy.
- ❑ Ongoing support for effective instruction.
- ❑ Continuous updating of pacing guides and work through the continuous improvement process with our instructional practices.



2024-25 GOALS

All students ready for kindergarten.

- Not met -- Goal 58% -- Actual 56% as measured by Fastbridge Reading
- Steady Progress continues.
- We are building strong foundations through early screening, preschool alignment, and family partnerships.

Prepare students to be lifelong learners.

- ✓ Goal met - All required teachers successfully completed READ Act training. ~ 110 teachers.
 - ▶ Over 110 teachers have completed 50+ hours of Science of Reading training. With new assessment tools (FastBridge, Capti) and focused PLCs, we are building consistency and accelerating literacy growth.

Continued - next slide



2024-25 GOALS

All racial and economic achievement gaps between students are closed.

- Not met, progress made --we will reduce the reading achievement gap by 2% for all racial and economic student groups.
 - Reading: Met - American Indian and Black or African American
 - Math: Met - F & R and Black and African American

All students are ready for career and college.

- ✓ Goal met → before students graduate, all students are provided opportunity for career exploration.
 - ✓ Exploration helps students be ready for both, college and career depending on what their personal goals are.

All students graduate from high school.

- Ongoing → Increase the 4-Year graduation rate to 90% in 2025, up from 82.5% for the class of 2023.
 - Results: Increase in 2024, 4-Year graduation rate to 84.6% from 82.5% in DLHS, ALC, and E-Laker includes the ongoing students at Transitions



Literacy: Elementary Progress

- ▶ Literacy focus through the READ Act improving instruction
- ▶ Across our schools, we are seeing growth, and with targeted coaching support, progress monitoring and a focus on core instruction we believe we will see continuous progress and consistency from classroom to classroom.



READ Act Ongoing Work

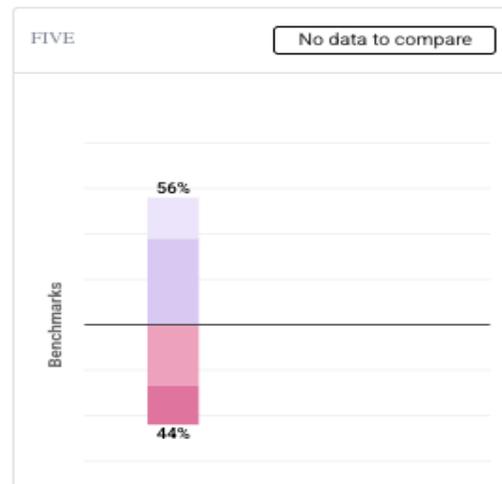
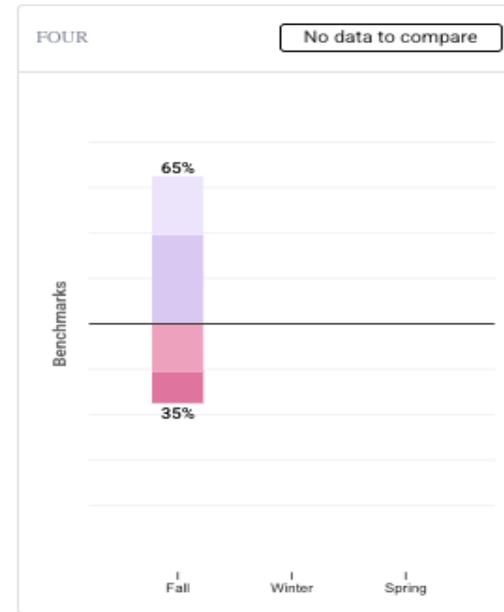
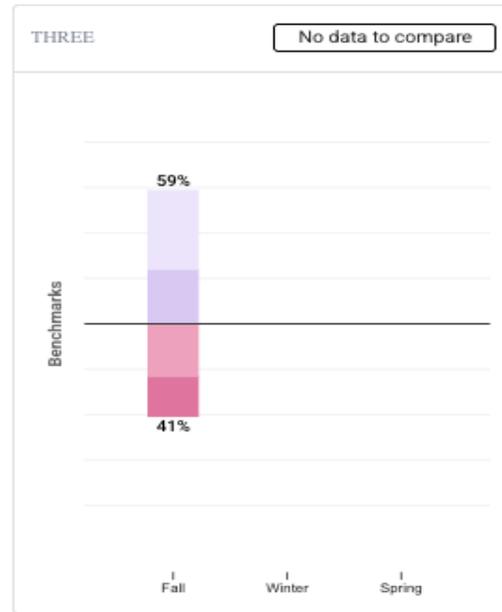
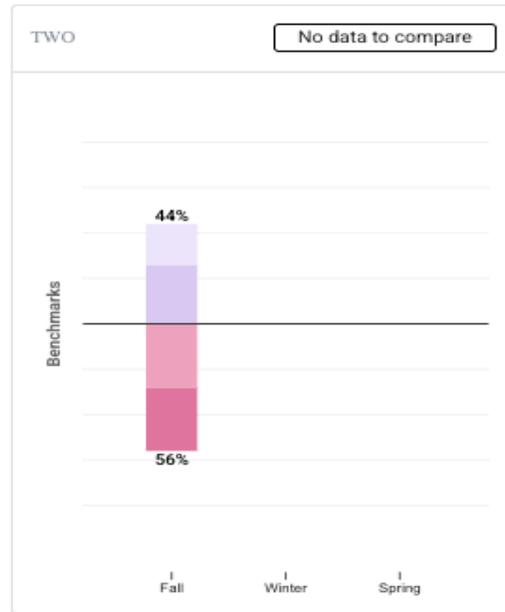
- Teachers, IC and Administrators
- Paraprofessional training
- Literacy Leads Weekly/Monthly Trainings
- Fastbridge Assessments → Local Literacy Report
- Capti - gr 4-12 - New
- Parent communication
- Revamping and tightening our PLC work
- Core instruction focus
- 2026-2027 Secondary training

Data Overview

- ▶ Not showing longitudinal - different groups of students.
 - ▶ Cannot compare the assessments from each grade
 - ▶ Tests are not comparative. What we do, look at the cohort of students and see what % they are above state average.
 - ▶ Opt outs/ absent (~100 students DLPS) - across the state, this varies so comparing apples and oranges. PSEO, online students
- ▶ Demographics within the district and extraordinary options for our students such as ALC and Transitions
- ▶ ALL students



What is Fastbridge?



■ HIGH RISK ■ SOME RISK ■ LOW RISK ■ COLLEGE PATHWAY

READING MCAs

READING	2025 STATE	2025 DISTRICT
Grade 3	46.8	50.6
Grade 4	47	46.2
Grade 5	58	63.3
Grade 6	55	57.5
Grade 7	46.9	44.4
Grade 8	46.7	43.4
HS (gr 10)	51.9	59.5



MATH MCAs - ALL students

MATH	2025 STATE	2025 DISTRICT
Grade 3	58.7	71.9
Grade 4	56.4	77.4
Grade 5	43.7	42.2
Grade 6	40.9	42.5
Grade 7	41.7	35.2
Grade 8	42.8	31.3
HS (gr 11)	35.1	43.5



Math Achievement

- ▶ Elementary -- New Math Curriculum and strong guidance, embedded ongoing professional development
- ▶ MS and HS - analysis of the new standards, depth of knowledge analysis of assessments
- ▶ All levels-- Pacing guides, collective efficacy



SCIENCE MCAs - ALL students * NEW *

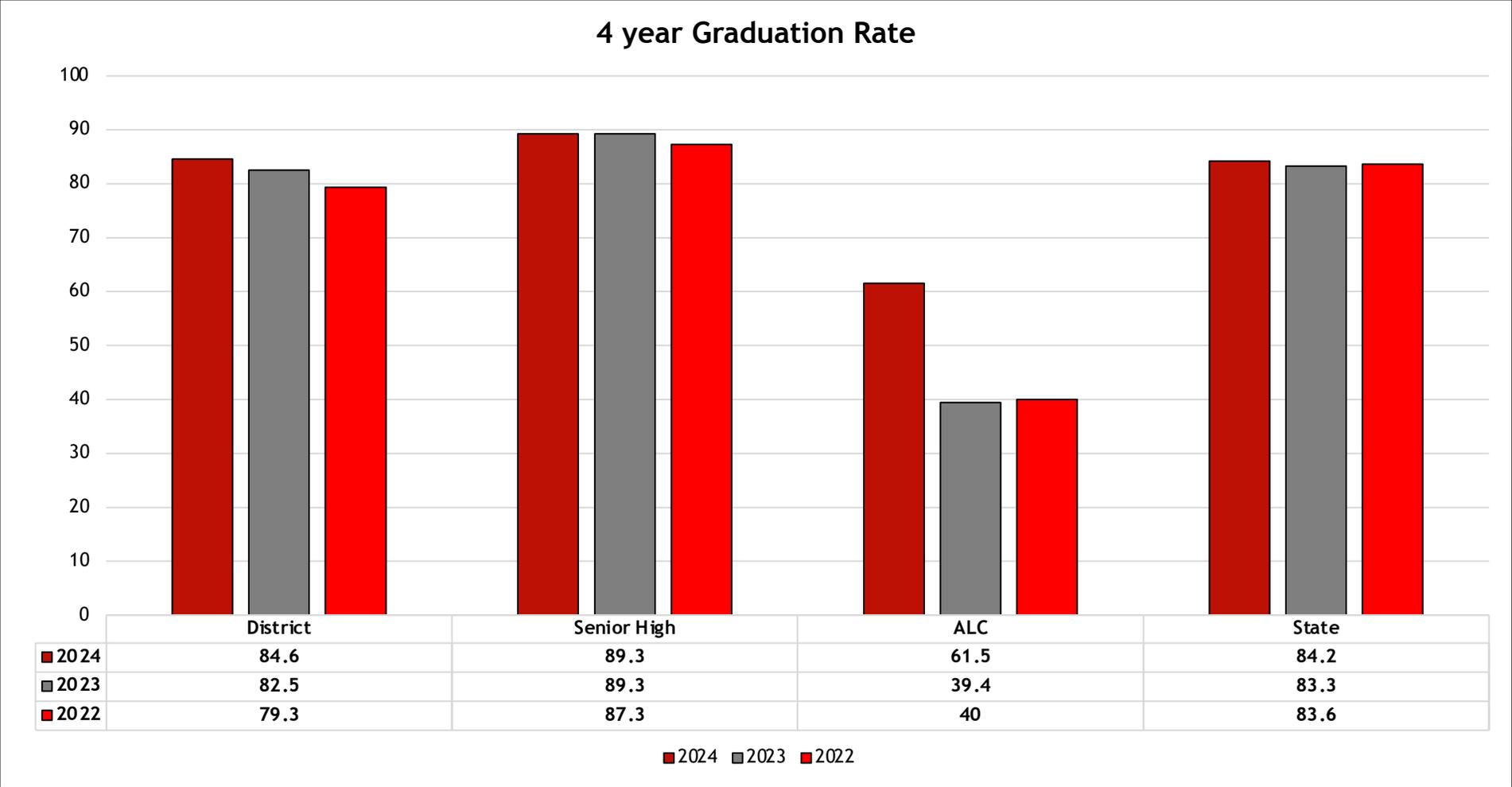
SCIENCE	2025 STATE	2025 DISTRICT
Grade 5	26.5	37.4
Grade 8	16.7	14.0
HS	36.6	41.6

****Because this version of the MCA test is new, results may reflect issues with test calibration, item difficulty, and standard-setting rather than true declines in student performance.*

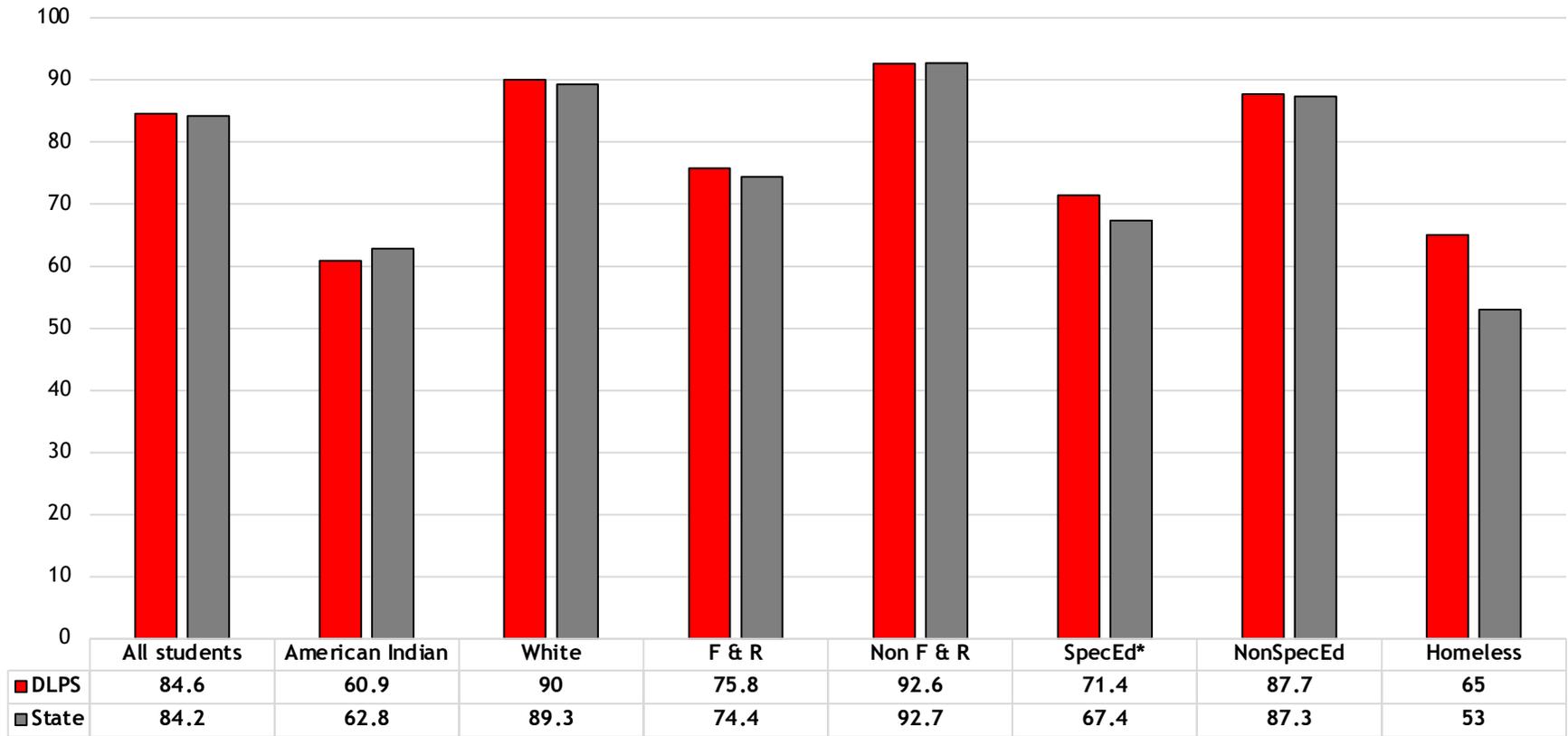
- *Cannot be compared to previous MCA assessments (different standards, different test).*



Graduation 4 Year Rates



4 Year Graduation Rates for Class of 2024



■ DLPS ■ State

College Going Data

Percent of Students Earning One Year of Credit within Two Years of Enrollment



DLPS: 66% | Statewide: 57%
DLPS exceeds the state average by 9 percentage points.

MDE Report Card



MENU

- My School
- Using the Report Card
- More About My School**
- Are students safe and engaged?
- What challenging classes are taken?
- Who are the students?
- Who works here?
- How is money spent?
- How Well are Students Doing?**
- Are students mastering standards?
- North Star Academic Achievement
- North Star Academic Progress
- Test Results and Participation**
- Are English learners progressing?
- How many students graduate?
- How many students go to college?
- How is Minnesota doing?**
- How do we do on national tests?
- Quick Links**
- Need Help? Let us know
- Minnesota Department of Education

Test Results and Participation

How are students performing on standards?
Data is current as of August 29, 2025
Academic standards and assessments are revised every 10 years. The Science MCA-IV is a new assessment

Detroit Lakes Public School District

Students Included: All tested Test: All Standards-Based (MCA/MTAS/ALTMCA) Subject: Math
Year: Trend Grade: All Grades Demographics: All Students

School or District: Detroit Lakes Public School District

Map Search

Students Included: All tested

Test: All Standards-Based (MCA/MTAS/ALTMCA)

Subject: Math

Year: Trend

Grade: All Grades

Foster Care (Choose One): Current Foster Care Ever In Foster Care

NOTE: Foster Care student data is sensitive and views of the data are restricted. If one of the Foster Care options is selected above, Race/Ethnicity, Gender, and other Criteria filter selections below will be inaccessible due to student privacy rules. Additional information of these rules is located in the "More Information" pane at the bottom of the report. At this time, TREND filtering is not available when viewing Foster Care data. However, each year can be viewed separately.

Race/Ethnicity (Choose One)	American Indian	Asian	Black or African American
	Hispanic or Latino	Native Hawaiian or Pacific Islander	Other Indigenous Peoples
	White	Two or more races	
Gender (Choose One)	Male	Female	
Other Criteria (Choose One)	English Learner	Special Education	Free/Reduced-Price Meals
	Migrant	Active Duty Parent	Homeless
	SLIFE	Not English Learner	Not Special Education
	Not Free/Reduced-Price Meals		

80% Done

District or school



Filters



ACT Longitudinal Data

Year	Composite	English	Math	Reading	Science	STEM
DLPS 2024-25	19.9	17.7	19.9	20.1	21.2	20.8
MN 2024-25	20.7	19.3	20.4	21.3	21.2	20.9
DLPS 2023-24	19.3	16.3	19.7	20.8	19.9	20.1
MN 2023-24	20.8	19.4	20.5	21.5	21.3	21.0
DLPS 2022-23	20.9	18.0	21.8	21.6	21.7	22.0
MN 2022-23	21.0	19.6	20.6	21.6	21.4	21.1
DLPS 2021-22	20.4	18.0	21.0	21.1	21.0	21.3
MN 2021-22	21.6	20.3	21.1	22.1	21.8	21.5

QUESTIONS

- ▶ Transition to the Required A & I Progress Report for 2024-25



Achievement and Integration (A & I) Progress Report 2024-25

- ▶ **What is it?** The purpose of the Achievement and Integration (A&I) 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.
- ▶ **A&I Requirement:** Annual public meetings are to be held in the fall of each school year. The public meeting for A&I is to be held at the same time as the CACR/WBWF annual public meeting.
- ▶ **New plan and proposal** will be submitted in March after collaboration with Pelican Rapids and looking at our demographic needs data.
 - ▶ *Racially Isolated (RI): Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.*

Adjoining: District physically adjoins a racially isolated district.



Achievement Goal: 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. *(On track)*

Key Indicators of Progress (KIP)

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



Teacher Equity: Goal 2

- ▶ Teachers funded through Achievement and Integration will be effective, experienced, and diverse educators. They will strengthen culturally responsive and research-based reading practices through PLCs led by the instructional coach. PLCs will meet three times per year beginning in 2023 and increase to six meetings by spring 2026. *(On track)*

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Teachers in this program will work within a PLC model to increase their understanding of how to integrate culture and research based best practices in reading into their daily instruction. The teachers will meet 3 times per year in 2023 and will increase the frequency of those learning events to six by 2026.	4	5	6



Achievement Disparity: 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. (*On track*)

Key Indicators of Progress (KIP)

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



Integration Goal -- Intro to Education Partnership

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

Key Indicators of Progress (KIP)

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

Commitment to Every Learner

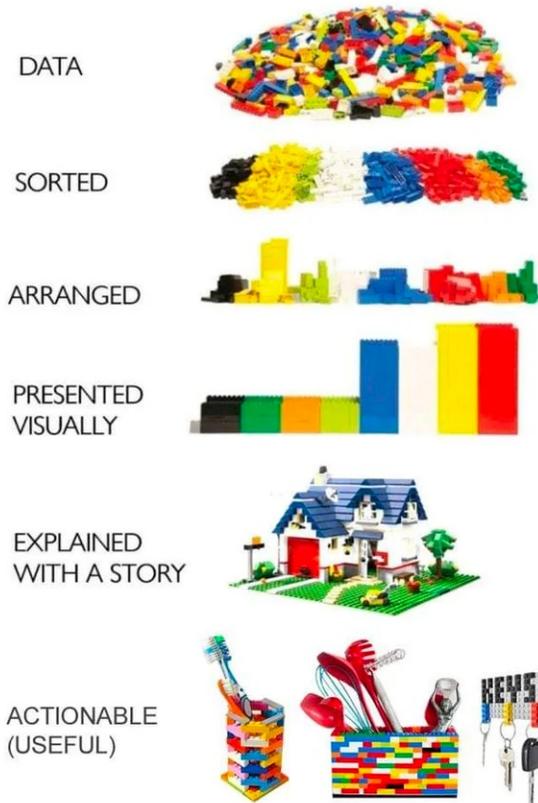
- ▶ DLPS proudly serves a diverse range of students through our ALC, Laker Transitions, and special education programs which ensures that every student has access to high-quality education and support, regardless of where they begin.
- ▶ **Growth and Improvement:**
 - ▶ Despite differences across grade levels, we are seeing continued gains in literacy through READ Act implementation
 - ▶ Focused math and positive behavior interventions are in progress across all schools.

Next Steps

- ▶ **Data-Informed Action:**
Through our MTSS process, we analyze data by name and by need, ensuring decisions are targeted and equitable. Our educators use this information to refine instruction and accelerate learning.
 - ▶ **Looking Ahead:**
Strengthening Tier 1 instruction, aligning curriculum
 - ▶ Ongoing family communication
- Strengthen Tier 1 instruction and pacing alignment
 - PLCs and collective efficacy
 - Continue READ Act implementation and coaching
 - Deepen MTSS Tier 2/3 supports
 - Focused embedded, professional learning in lower achievement areas
 - Analyze data for continuous improvement cycle
 - Celebrate and share success stories districtwide



Every learner. Every day. The Laker way.



- ▶ When we look at these numbers, we see more than data points – we see stories of progress.
- ▶ We embrace the challenges, examine the data and continue to use data-driven decision making.
- ▶ Support all students
- ▶ Equip and support staff



Thank you - QUESTIONS?



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



2025-2026

Striving for Comprehensive Achievement and Civic Readiness

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 lifelong learners and product members of society. 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:

- 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.

This plan can be found on our website in our [Teaching and Learning Department](#) page.

District and School Site Plans

Detroit Lakes Public Schools is committed to continuous improvement. Each year, the School Board approves district goals that guide our work and ensure student learning remains at the center. These goals are connected to building resources, staff development, and programs that support student success. Using student achievement data, every school sets at least two specific goals, along with action steps, to strengthen learning for the upcoming year.

Detroit Lakes Public School District Strategic Goals

With input from families, staff, and community members, Detroit Lakes Public Schools is in the process of updating its long-term strategic plan. This planning process reaffirms our mission and belief statements, which guides our daily work. Each school develops its own goals in alignment with district priorities, ensuring that decisions are shaped by both district-wide direction and the unique needs of each school community.

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 2025

Race/Ethnicity

American Indian: **18.7%**
White: **73.9%**
Two or More Races: **2.2%**
Black or African American: **1.8%**

Other Populations

Free & Reduced-Price Meals: **37.1%**
Special Education: **23.0%**
English Learner: **0.6%**

Assessing and Evaluating Student Progress

Teachers regularly assess student learning to ensure all students are making progress toward academic standards and becoming prepared for college and career opportunities. Assessments are one of the tools we use to guide teaching, strengthen learning, and support continuous improvement across the district.

Measure how well our curriculum is helping students meet local, state, and national standards

Standardized Assessments



Provide teachers with timely information to adjust instruction for the whole class and to support the individual needs of each student.

Classroom/Student Assessments



The District Assessment Calendar is available on our website.

District Assessment Calendar



Ready for Kindergarten

Goal 1: Increase the percentage of kindergarten students who are considered “low risk” on the EarlyReading FastBridge assessment from 56% in Fall 2025 to 58% in Fall 2026.

Community Partnerships for Early Learning: Detroit Lakes Public Schools partners with Head Start (MAHUBE-OTWA), licensed home daycares, and area preschools to strengthen early learning opportunities. Through Early Childhood Family Education (ECFE), we connect with families early, providing resources and support to help every child begin school with a strong foundation. Beginning in the 2025 school year, Detroit Lakes Public Schools relocated early childhood programs into the elementary schools, creating a smoother transition into kindergarten. Kindergarten Entry Profile: Our early childhood programs — ECFE/School Readiness, ECSE, and Head Start — use the [High Scope COR Advantage](#) tool. This helps teachers check how children are learning and adjust instruction to meet their needs and guides staff in choosing the best instructional strategies. ECFE focuses on giving families high-quality early learning experiences. In addition, preschool and family education opportunities are offered throughout the year. We also partner with Becker County Health and local clinics to provide Early Childhood Screenings. Kindergarten screenings take place each fall to help children get a strong start to school. Becker County Children’s Initiative is a collaborative program that works with local service providers, DLPS and families to provide educational experiences and support throughout Becker County.

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 Early Education](#).

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 teach reading. This is measured by the passing of the training with 80% proficiency.

Proficient reading is essential for lifelong learning because it helps students access, understand, and analyze information across many subjects. Strong reading skills also build critical thinking, problem-solving, and adaptability—skills that are vital for both school and future careers. In addition, reading strengthens vocabulary and comprehension, fostering curiosity and a love of learning.

As part of this commitment, each individual Detroit Lakes Senior High School graduate completes a [DLHS Scorecard](#) in accordance with requirements from the state, which will serve as evidence of preparation for lifelong learning. With strong reading skills and meaningful experiences, our students are prepared to keep learning long after graduation.

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](#). 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. Students are assessed throughout the year and provided interventions as needed. Families are notified annually regarding the reading proficiency of their child.



All Racial and Economic Gaps Between Students are Closed

Goal 3: In the 2025-26 school year, we will reduce the reading achievement gap by 1% for all racial and economic student groups, as measured by state standardized assessments, compared to their 2024-2025 proficiency results.

Detroit Lakes Public Schools is committed to raising achievement for all students, with extra focus on groups performing below the schoolwide average. To meet this goal, we are strengthening intervention systems, providing high-quality instruction, and using the Multi-Tiered System of Supports (MTSS). We are also deepening family engagement and building strong school–family partnerships.



Programs and Supports Include:

- Dedicated staff and programming through our American Indian Department
- Success and Achievement in Learning (SAIL) – before and after school/summer
- Reading and math help through Title I (Schoolwide Title programs)
- Reading Interventionists
- High-quality, diverse instructional materials that reflect all students
- Social Emotional Learning that includes cultural understanding and awareness
- Cultural Competency training for staff to strengthen inclusive teaching practices

BARR (Building Assets, Reducing Risks) At Detroit Lakes Middle School and High School, we use the BARR program. BARR strengthens schools by focusing on two pillars: relationships and data. The program helps teachers, students, and families work together, using data to better support each student’s success. As part of BARR, students participate in I-Time lessons each week. These short, life-skills lessons build connections to school, strengthen resilience, and foster positive relationships.

Multi-Tiered Systems of Support (MTSS)

Detroit Lakes Public Schools uses the MN Multi-Tiered Systems of Support, MnMTSS, framework to strengthen instruction for all students and provide extra support when needed. This proactive system promotes equity, positive outcomes, and high-quality instruction through culturally responsive, evidence-based practices. MTSS is central to our strategic plan and ensures rigorous, responsive learning for every student. Through MTSS, we strive to ensure every student has the support they need to succeed.

Three Levels of Support:

- Tier 1: Universal Instruction – Core academic and social-emotional learning provided to all students. Effective for about 80% or more.
- Tier 2: Supplemental Support – Targeted interventions for students needing extra help, with progress monitored often. Supports about 15–20%.
- Tier 3: Intensive Support – Individualized instruction for students with significant needs. Supports about 5–10%, including some receiving special education.

2025 Minnesota Comprehensive Assessments (MCA) Proficiency Data

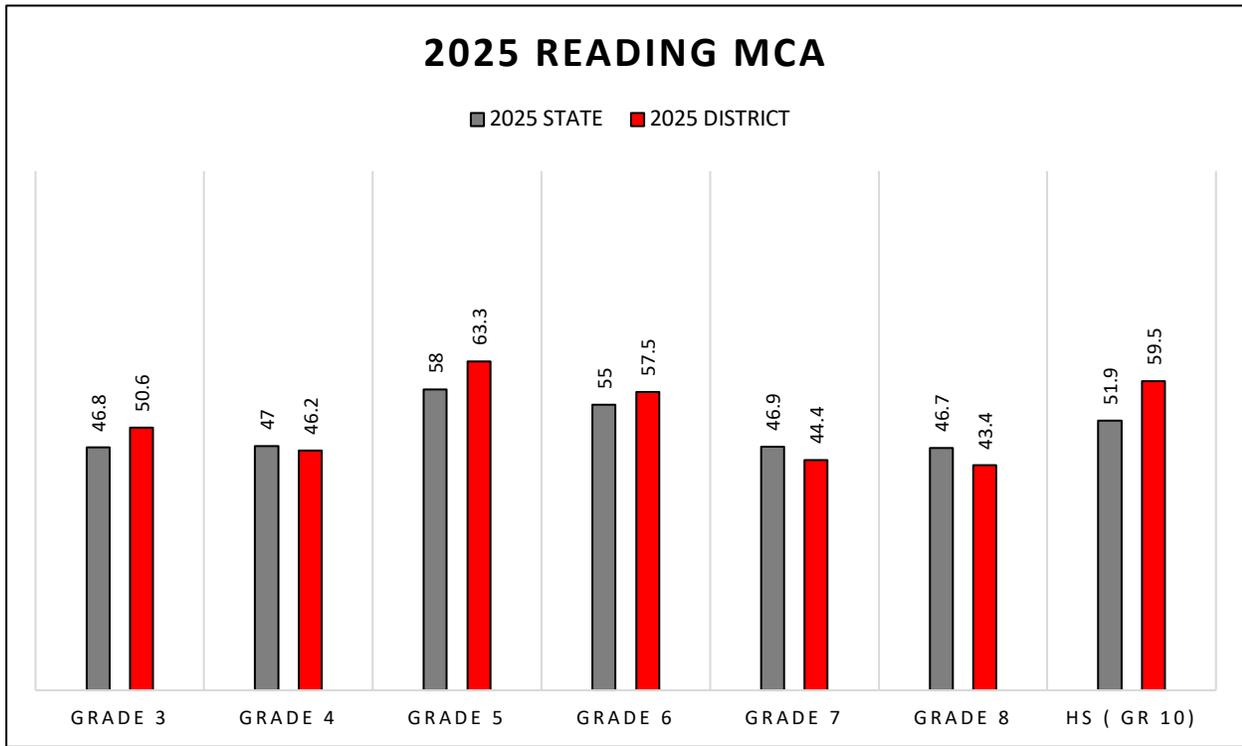
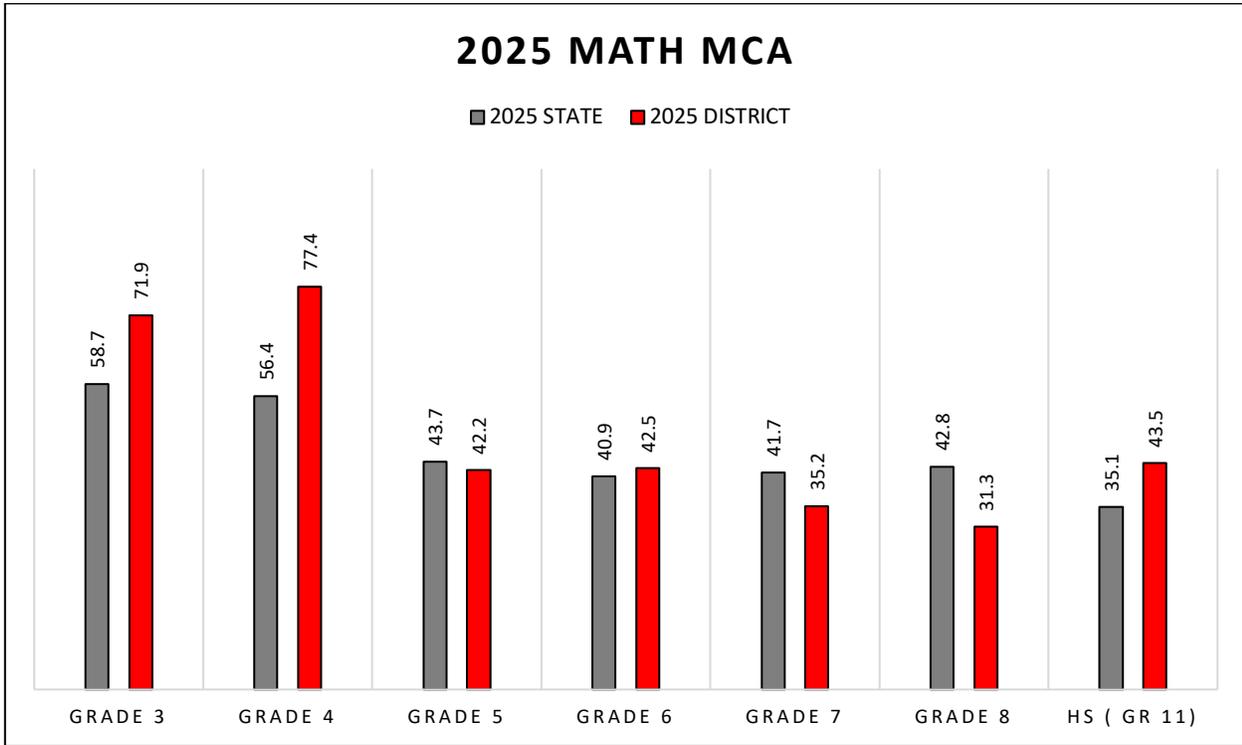
On the Minnesota Comprehensive Assessments (MCA) in science, mathematics, and reading, students are placed into one of four proficiency levels rather than receiving a pass/fail grade. The accompanying charts display Detroit Lakes Public Schools' proficiency rates compared to state averages, with proficiency defined as meeting or exceeding state standards.

HS data in this report includes student scores from Detroit Lakes Senior High School, Detroit Lakes Area Learning Center, and Detroit Lakes E-Laker. Elementary scores are a combination of Rossman Elementary and Roosevelt Elementary.

In 2025, a new MCA science assessment was introduced; therefore, prior results are not comparable. Caution should be exercised when reviewing trend data, as assessments are revised when academic standards change.

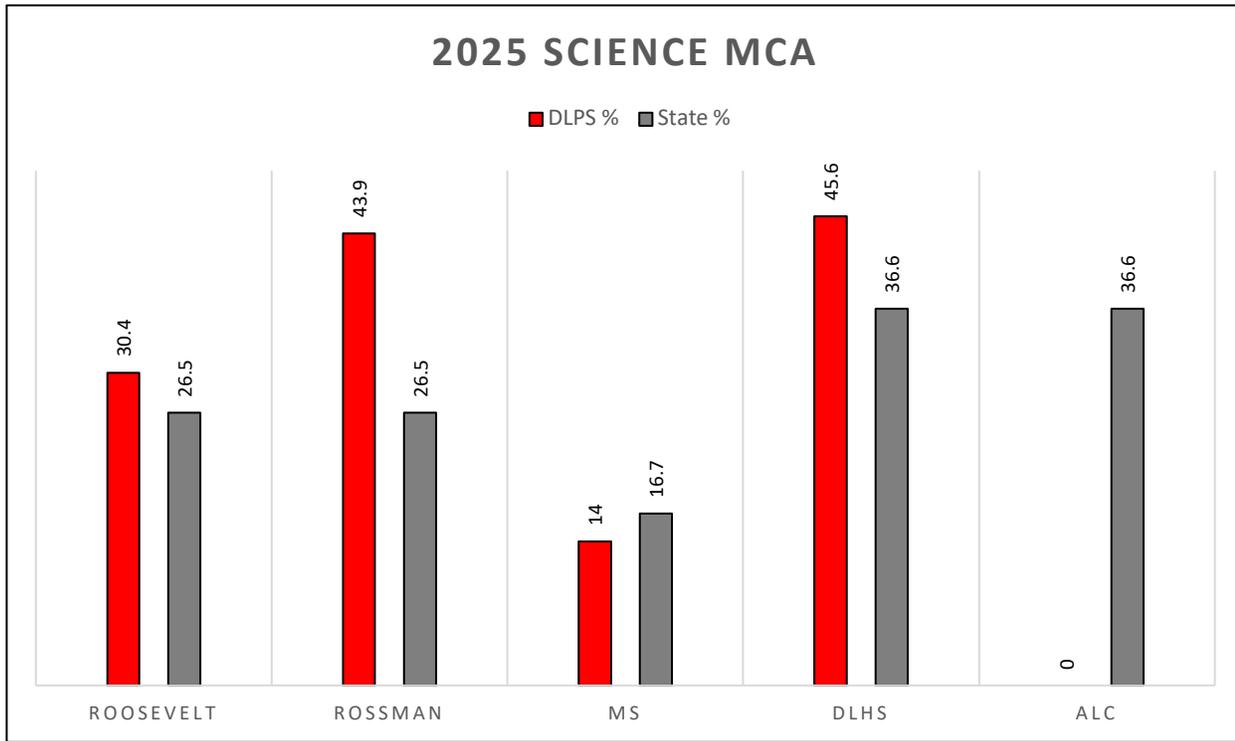
Families also retain the option to exclude their child from MCA testing through a [parent refusal form](#). Opt-outs (approximately 100 students per test in 2025 due to opt outs and absences) are excluded from proficiency calculations. As a result, reported proficiency rates may not fully reflect the performance of the entire student population.

The [Minnesota Report Card](#) provides comprehensive public access to statewide data, including assessment results, demographic information, and performance outcomes disaggregated by grade level, school, and student group. The platform also offers longitudinal data to support analysis of trends over time.

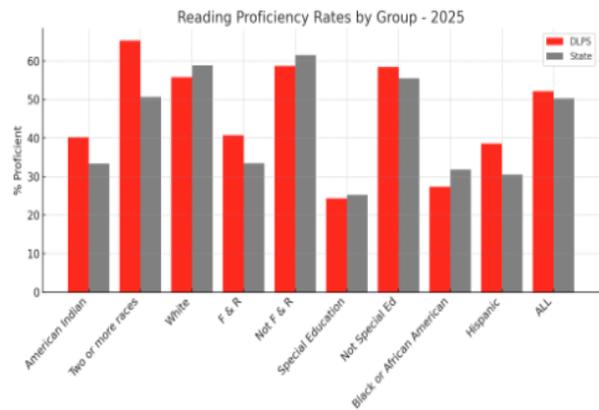
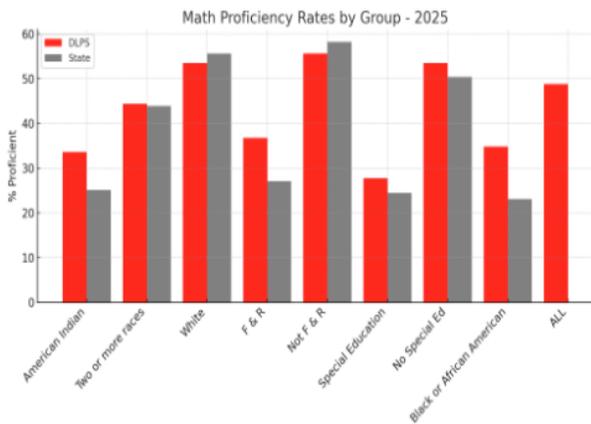


*Note on Science MCA Results

The Science MCA was redesigned in 2025 to match new state standards. Because this is a new test, results cannot be compared to previous years, and the state is still reviewing how reliable the scores are.



Details can be found at [MDE Report Card](#).



College and Career Readiness

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

Strategies: Opportunities to explore a variety of 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.

College Going Data

Percent of Students Earning One Year of Credit within Two Years of Enrollment



DLPS: 66% | Statewide: 57%
DLPS exceeds the state average by 9 percentage points.

ACT Longitudinal Data

Year	Composite	English	Math	Reading	Science	STEM
DLPS 2024–25	19.9	17.7	19.9	20.1	21.2	20.8
MN 2024–25	20.7	19.3	20.4	21.3	21.2	20.9
DLPS 2023–24	19.3	16.3	19.7	20.8	19.9	20.1
MN 2023–24	20.8	19.4	20.5	21.5	21.3	21.0
DLPS 2022–23	20.9	18.0	21.8	21.6	21.7	22.0
MN 2022–23	21.0	19.6	20.6	21.6	21.4	21.1
DLPS 2021–22	20.4	18.0	21.0	21.1	21.0	21.3
MN 2021–22	21.6	20.3	21.1	22.1	21.8	21.5

Data sources: ACT State Profiles, 2021–2025.

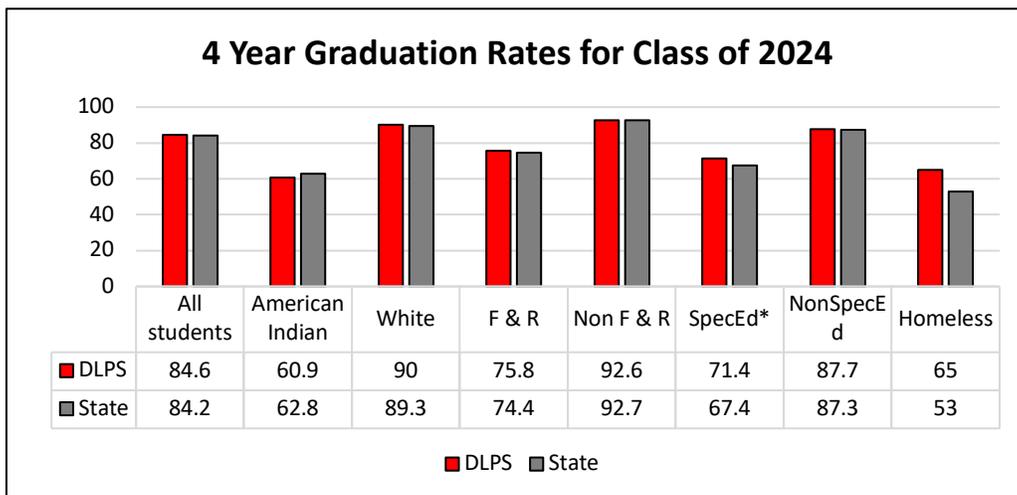
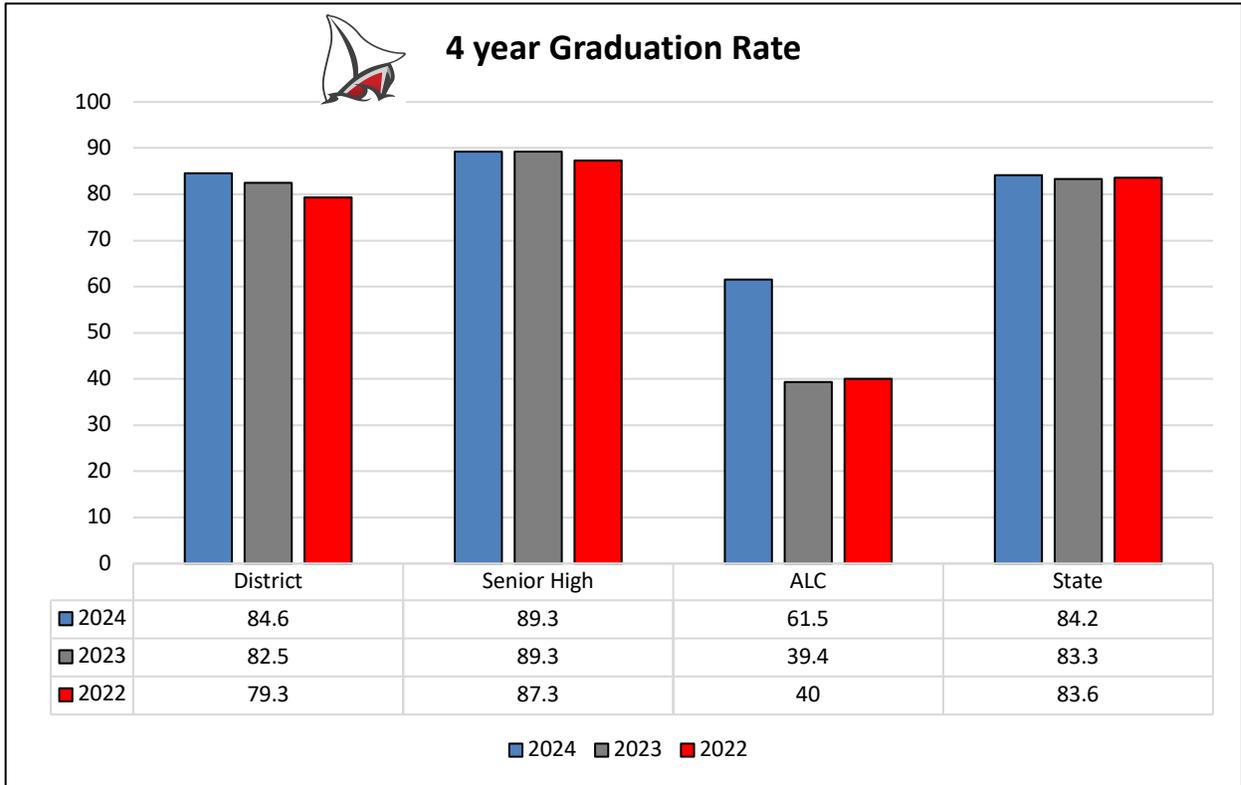
Community Education and Adult Basic Education

Detroit Lakes Community Education is dedicated to enhancing the quality of life for everyone by offering lifelong learning opportunities. As part of Minnesota's statewide network, it connects schools and communities through programs designed for all ages—from infants to seniors—emphasizing engagement and collaboration.

Adult Basic Education (ABE) is offered throughout Minnesota at little to no cost, serving approximately 65,000 adults each year. Programs include GED preparation, English as a Second Language (ESL), Career Pathways, and U.S. Citizenship. Eligible participants must be at least 17 years old, not enrolled in K–12, and seeking to improve academic skills. 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 84.6% for the class of 2024.



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 even if they are continuing. If a student graduates in 5-7 years or earns a GED, that student count is considered not graduating for our 4 year rate, they are considered continuing. Through our Area Learning Center and 18–22 year-old programs, some students graduate within a 5–7 year timeframe instead of the traditional four years. Students enrolled in Laker Transitions or Project Search officially graduate when they complete those programs. At this time, they would be classified as continuing, therefore, not graduating in 4 years. E-Laker does not have enough students and longitudinal data to report graduation rates at this time. [Policy 613 – Graduation Requirements](#)



Effectiveness of Instruction and Curriculum

Curriculum Review Process: Detroit Lakes Public Schools uses an ongoing curriculum review process with teacher teams from all grade levels, along with input from the District Advisory Council and Teaching & Learning Committee. Reviews align curriculum with the district’s mission, vision, and strategic plan while identifying strengths, needs, and best practices for career and college readiness.

Curriculum Cycle: The district’s curriculum cycle follows the Minnesota Department of Education’s standards revision schedule. When a subject enters the cycle, a committee evaluates scope, sequence, and instructional materials. Teachers and administrators collaborate through a rigorous process of studying standards, reviewing materials, and gathering feedback before recommending resources. The cycle adjusts as MDE updates standards. For details on Minnesota’s academic standards, visit the [MDE Academic Standards website](#).

Material Selection & Examination Cycle

2024-25	2025-26	2026-27	2027-28	
6-12 Social St.	Math 6-12 *K-5 Social St. – ew standards work. *K-5 New Math standards work	K-12 ELA	PE/Health HS/MS SSingleton <ul style="list-style-type: none"> ● Business IT ● Spanish ● FACS ● Finance ● Other 	
2028-29	2029-30	2030-31	2031-32	2032-33
Elem Social St. Ethnic Studies*	Mental Health Art/Music	K-5 Science	K-5 Math	6-12 Math

*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](#).

Teacher Evaluation Cycle (3 years)

Aligned with MN Statute 122A.40. Detroit Lakes Public Schools utilizes the [Charlotte Danielson Framework](#) for teacher evaluation.

- Year 1 – Administrator Evaluation: Licensed administrator conducts a formal summative evaluation using the Danielson Framework. Teachers set a professional growth goal.
- Year 2 – Peer Review: Teachers work with an instructional coach for observations, conferences, and data-based goals.
- Year 3 – Reflection & Engagement: Teachers reflect on progress, monitor student engagement, and may observe colleagues to expand strategies.

Principal Development and Evaluation

Detroit Lakes’ process meets MN Statute 123B.147 and connects to district curriculum and instruction.

- Evaluation & Observation: Superintendent evaluates principals annually, with a yearly formative review, based on MN principal competencies.

- School Performance: Incorporates performance measures set by the principal, superintendent, and leadership team.
- Growth Goals: Each year, principals set two professional growth goals with action plans in collaboration with district leadership.

Professional Learning Communities (PLCs): Teachers engage in Professional Learning Communities to strengthen both instructional practices and content knowledge, with the goal of improving student learning outcomes (Frey et al.). PLCs are integrated into the MTSS framework, promoting collective efficacy within grade-level and content-area teachers

District New Teacher Induction – Mentor Program

Detroit Lakes Public Schools supports new teachers through a structured three-year mentor program designed to provide professional learning, guidance, and ongoing support as teachers transition into the district.

- Year 1: New teachers participate in two additional days of professional learning before in-service, followed by monthly group meetings on key topics. Mentees are observed three times by their mentor before principal visits, introduced to building and district routines, and encouraged to observe other teachers using the Danielson Framework. Mentors meet frequently—two to three times a week—to provide consistent support and guidance.
- Year 2: Teachers continue with monthly meetings and are observed twice during the year. Mentors reinforce district routines, encourage involvement in school committees, and maintain weekly check-ins to provide feedback and support.
- Year 3: Teachers are observed once during the year. Mentors continue reinforcing district routines, promote committee involvement, and check in every one to two weeks, allowing for growing teacher independence while still offering support.
-

Throughout all three years, mentors participate in new teacher workshops, attend mentor meetings, and collaborate to ensure new teachers receive consistent, high-quality guidance. The program emphasizes professional growth, reflective practice, and long-term engagement within the district community.

Professional Development

Ongoing professional development strengthens teachers’ ability to provide high-quality instruction, design effective assessments, and ensure grading aligns with district policy. These activities are central to district and school improvement goals.

Effective professional development is school-based, collaborative, and differentiated to meet staff needs. Plans incorporate research-based training components such as theory, demonstration, guided practice, feedback, and coaching. Professional Learning Communities play a key role in this process, with site teams in each building helping to identify and address specific needs.

Site Teams/ Building Leadership Teams: Each school site has a Building Leadership Team responsible for analyzing data, setting goals, and creating annual action plans to improve instruction and student achievement. Teams also allocate budgets in alignment with these goals and ensure building priorities support district-wide objectives. Additionally, they guide staff professional learning and budget decisions based on student needs. Building goals are presented to the school board annually with updates presented throughout the year.

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. They are expected to share their knowledge with other community members. During the approval of this plan, we are officially appointing members to this committee. Minutes of this meeting will be shared at the School Board meetings.

District Advisory Committee

- Toni Bristlin – Parent
- Pam Daly – Community Member / Union Representative, Professional Learning
- Heidi Evans – Parent / HS Teacher
- Rhonda Fode – American Indian Parent Advisory Committee Representative / Community Member
- Josh Hochgraber – Parent
- Tiffany Hoggarth – Parent
- Lindsay Jacobus – Parent
- Mark Jenson – Community Member / Superintendent
- Renee Kerzman – Community Member / Director of Curriculum, Instruction & Technology
- Trisha Mariotti – Parent / Elementary Principal
-
- Jamie McDougall – Parent
- Cara Myers – Parent / ALC Teacher
- Sandy Nelson – Community Member / School Board
- Mike Suckert – Community Member / MS Principal
- Mary Rotter – Parent / School Board
- Megan Smith – Parent
- Kris Swenson – Parent / Elementary Teacher
- Tom Trowbridge – Parent
- Kym Westholter – Parent

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.
- ◆ Other items as brought forward by committee or District

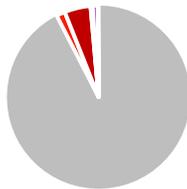
Parents on the committee apply by filling out a survey sent to them via the school newsletters. Each year, the membership is reviewed. Additional input is sought from community and parents through other district and building committees. Parents on the District Advisory Committee are appointed for a 2 year term. Staff members on the committee are also parents or community members that also serve on their building leadership teams.

Annual Staff Development Budget

By law, Detroit Lakes School District sets aside two percent of general education aid—approximately \$300,000 annually, for staff development. Expenditures are reviewed and approved at monthly board meetings. Each year, a portion of these funds is dedicated to the Striving for Comprehensive Achievement and Civic Readiness plan, supporting high-quality professional learning, career academy exploration, achievement gap reduction, and district and building goals aligned with the strategic plan. Building allocations are managed by site teams, with representation on the District Advisory Committee. The largest share of the district budget covers salaries and substitute costs to support embedded professional learning, along with staff development outside school hours. Detailed expenditure reports are available upon request from the Finance Department.

Staff Development Funding

■ Salary & Benefits for PD
■ Contracted services
■ Travel
■ Vehicle Chargeback



Staff Development Goals 2025-2026

1. Relationships

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

Examine multiple perspectives as we implement new curriculum and standards.

3. Development

Grow further learning of student feedback in assessment, grading and learning through student voice and choice.

4. Equity

Actively promote equity (institutional, instructional, and personal) through culturally relevant curriculum and teaching.

Professional development goals and objectives align with the current Strategic Plan. When planning professional development, these goals are priority.

Equitable Access to Effective Educators

The Every Student Succeeds Act (ESSA) requires states to ensure low-income and minority students are not disproportionately taught by ineffective, out-of-field, or inexperienced teachers. To meet this requirement, our Human Resources department produces annual STAR and personnel reports, and hiring and transfers prioritize equitable access to experienced, diverse educators. Despite teacher shortages, 88% of our teachers in 2025 had three or more years of experience and over 90% were rated effective. Schools serving diverse and low-income students focus on hiring strong staff for intervention roles, while ongoing targeted professional development supports instructional excellence across the district.



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 2023-2026

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. This funding is used to support additional interventionists in grades K-8.

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

85% of Students ages 6 months to 5 years old in Early Childhood Education at sites served by Early Childhood Special Education and General Education teachers in Detroit Lakes Schools will grow from their present numerical level (0-7) on the COR Advantage M. Listening and Comprehension, by 1 or more in 85% of students in the 25/26 school year.

The percentage of all students enrolled October 1 in grades 3-5 at Roosevelt Elementary School who are at or above the proficient level in Reading on all state accountability tests (MCAs and AltMCA) will increase from 47.6% in 2025 to 48.6% in 2026.

The percentage of all students enrolled October 1 in grades 3-5 at Rossman Elementary School who are at or above the proficient level in Reading on all state accountability tests (MCAs and AltMCA) will increase from 59.1% in 2025 to 60.1% in 2026.

The percentage of all students enrolled October 1 in grades 6-8 at Detroit Lakes Middle School who are at or above the proficient level in Reading on all state accountability tests (MCAs and AltMCA) will increase from 36.1% in 2025 to 37.1% in 2026.

The percentage of all students enrolled October 1 in grade 10 at Detroit Lakes High School who are at or above the proficient level in Reading on all state accountability tests (MCAs and AltMCA) will increase from 61.0% in 2025 to 62% in 2026.

The percentage of all students enrolled October 1 in grade 10 at the Detroit Lakes Area Learning Center who are at or above the proficient level in Reading on all state accountability tests (MCAs and AltMCA) will increase from 10.0% in 2025 to 11.0% in 2026.

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. Funding is utilized to implement the MTSS process. 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 and Area Learning Center

Targeted assistance provides interventions directly to students specifically identified as not meeting standards, evaluates and supports identified students to make progress. Funding is utilized to implement the MTSS process.

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 and Achievement and Integration Plan Summary will be presented to the school board and submitted to MDE by the given deadline. The plan draft was posted for comment on our website and was presented to and approved by the Detroit Lakes School Board of Education on October 27th, 2025.

DATE: October 15, 2025
TO: Mark Jenson, Superintendent and Board of Education
FROM: Jason Kuehn, Director of Finance and Operations
SUBJECT: **Additional Staffing Requests - DLHS Activities**

DLHS Activities

DLHS Activities is requesting to add an additional 9th Grade Boys Basketball coach due to increased registration for the 2025-26 season.

Administration and Finance Committee recommends approval.



**ADDITIONAL STAFFING PROPOSAL FORM
BUDGET YEAR: 2025-2026**

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: DLHS Activities

Topic of Proposal: 9th Grade Boys Basketball Coach Addition

Submitted By: Rob Nielsen

Date: 10/14/25

Date to be Implemented: 11/17/25

Person responsible to

Recommend to Superintendent: Rob Nielsen

Recommendation by person responsible: Hire an additional 9th Grade Boys Basketball

Complete a description of your program proposal. All six(6) areas must be addressed and support the proposal. The proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding:

Adding a 9th grade basketball coach for the 2025-26 season.



**ADDITIONAL STAFFING PROPOSAL FORM
BUDGET YEAR: 2025-2026**

2. Explain in detail the rationale or purpose of the proposal. (Please relate, if possible, the rationale to the previously identified high priority needs):

It looks like we will have 22-25 boys out for 9th grade basketball. It would be very difficult to run practices and provide the athletes the needed attention with this number of students and the one coach we currently have.

3. State the negative implications if the proposal is not approved:

We would likely lose participants if we are not able to run practices that keep all students engaged. With one coach we likely would have a number of kids standing around watching at times. It would also be very challenging for the coach and we could possibly lose a good person if they needed to try to work with this many students on their own.

4. List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal.

Potentially cut 9th grade players to a manageable roster size for one coach.

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

PROPOSAL BUDGET

PERSONNEL	NUMBER REQUESTED	ESTIMATED COST	REIMBURSEMENT	NET COST
Staff:	1.0 9th Grade Coach	\$3,340.00	\$0.00	\$3,340.00
Benefits:	FICA/TRA or PERA	\$550.00	\$0.00	\$550.00
Subtotal:		\$3,890.00	\$0.00	\$3,890.00



**ADDITIONAL STAFFING PROPOSAL FORM
BUDGET YEAR: 2025-2026**

OTHER COSTS		ESTIMATED COST	REIMBURSEMENT	NET COST
Supplies:				
Capital Outlay:				
Other Expenses: <ul style="list-style-type: none"> • Transportation • Officials • Game Workers 		Potentially take mini bus to some games in addition to school bus. Officials for 2nd 9th grade game. \$120 x 10 games. Clock \$40x10	\$0.00	See notes below
Subtotal:				

NET COST				
Code:				

6. Comments on budgetary items:

a. Equipment, remodeling, site improvement, etc:	Additional uniforms may be needed.
b. Review by Business Office before Superintendents approval:	Yes
c. Space implications (short/long range):	Gym Space - Additional Practice Times (Morning or Evening)
d. Equity implications:	N/A
e. Technology implications:	N/A

f. Suggested timelines for implementations:	November 2025
g. Who has been involved in this decision? Other comments:	Brett Maass and Rob Nielsen For every additional home game - the predicted cost would be \$200/game For every additional road game - the predicted cost would be \$600/game

Approve: _____ Disapprove: _____ Hold: _____ Date: _____

Form must be routed to Human Resources and the Director of Finance and Operations for review.

10/3/2025

Request for Out of State Travel

Superintendent Jenson,

The Electric Lakers have been invited to attend the Green Country Regional in Tulsa, Oklahoma, April 1-4, 2026. We are seeking approval for out-of-state travel to attend this competition.

5 NMRC (Northern Minnesota Robotics Conference) Robotics teams are planning to attend the Green Country Regional. We have been in communication and are planning to travel together and share resources to minimize costs. This includes sharing charter bus costs, equipment transportation costs, reserving shared blocks of hotel rooms, and sharing some food costs.

The team will be fundraising and seeking sponsorship for all costs associated with the trip with the exception of the registration fee. The registration fee is not a new expense and remains the same regardless of where the regional competition takes place. The district has covered this regional registration fee for the robotics team for years.

Here is an approximate cost for the team to attend the Green Country Regional:

	Cost to Team	Cost to District
Transportation	\$5000	\$0
Hotel expenses est.	\$3000	\$0
Meals	\$2000	\$0
Regional registration fee	\$0	\$6300
TOTAL	\$10000	\$6300

Thank you for considering my request!

Regards,

Christin Mohr

Electric Lakers Robotics Coach

218-234-6988



ECFE and SR Advisory Council Meeting

MONDAY, October 13, 2025

2:00-3:00 PM

The Detroit Lakes Early Childhood Family Education and School Readiness (ECFE and SR) Council exists to assist in developing, planning and monitoring the ECFE and SR program. When staff and council members work together as a team, knowledge of community resources and growth of program operations are significantly enriched!

Present: Raimy R, Jenny W, Natalia M, Annie V, Sandy N, Andrew L, Fran R

Minutes

- A. The meeting was called to order.
- B. Members were welcomed and introductions made.
- C. Reviewed the purpose of the council, with major roles: Contributing recommendations for program policies, goals, objectives, and ideas; Promoting the program, outreach, and community relations; Assisting in program evaluation; Serving as an advocate for Early Childhood Family Education programs in the community and Legislature; and Expanding resource development.
- D. Business
 - a. Review of minutes June 2025.
 - b. Fall Classes and Events
 - i. ECFE classes and events
 1. Fall Catalog available.
 2. Enrollment in classes: 8 Weekly Parent/Child classes with 92 children 0-5 enrolled. Wiggles & Giggles class partnering with Public Health has openings.
 3. Participation in events and Out & Abouts: Life Link 12 children/adults; Fire Station 39 children/adults; Kids Expo estimated at 175-200 children;
 4. Upcoming events and Out & Abouts: Museum so far 21 registered; coming up the Library and the Holiday Workshop. Holiday Workshop will be held in the ECFE/Com Ed spaces at MState. Marketing with Social Media Event invites, catalog, website.
 5. Parent Education Topics
 - a. Main requests on the Parent Discussion Topics Surveys completed at Fall Mixed Ages Classes are sub topics under social-emotional development and screen time use and limits.
 - b. Members looked at a sample handout from the READ Act Family Tool Kit and agreed it would be a good resource for parents.
 - c. Reviewed a section of the Revised Early Childhood Indicators of Progress.
 - ii. School Readiness classes
 1. Enrollment 2025-2026: 44 RVT, 40 RSM
 2. Tuition funding sources utilized are VPK, P1, P2, ECSE, SS, PP
 3. Activities and Curriculum: working on building relationships, becoming familiar with the routine; utilizing research based High Scope, Conscious Discipline, Second Step, LTRS, 7 Grandfather's Teachings.
 4. Fall Conferences in November.
 - iii. PreK Laker Kids
 1. With the previous Extended Care at Lincoln now at RSM and RVT, PreK registration and billing systems have been fully merged with Laker Kids.
 - E. Early Childhood Screening and Child Find: Annie, with Public Health provides the EC Screenings for the Detroit Lakes schools that are required after a child's third BD for preschool participation and prior to

Kindergarten entry. Previously Happy 3rd BD Postcards to remind of screening. June 30, 2024-July 1, 2025 143 children screened. July 1, 2025 to present 42 children screened. Referrals as a result of the screening include Developmental Delay, Hearing Concerns, and Vision Concerns. Surveyed parents identified the main ways they hear about screening is through their preschool, childcare, and friend/family. Only a few families who came through the Kid Expo booth had not heard about EC Screening.

- F. VPK Survey required to be completed by Sept 30 was completed and submitted.
- G. Parent Aware Rating Renewal needs to be submitted 8 weeks prior to Jan 26, 2026. Components include documentation of specific hours of staff training in assessment and child development, a signed Statement of Assurances and compliance, and schedules. A Parent Aware Rating allows for the program to utilize Early Learning Scholarship Funds.
- H. Current ECFE/SR Staff
 - i. Staffing
 - 1. New ECFE/SR staff: Child Educator Ally Bettenhausen; Educational Assistants Paige Beck, Jessica Erb, and Bryanna Ellis.
 - 2. Open positions: ECSE has one full time opening.
 - 3. Substitutes: Parents interested in becoming a substitute can pick up a packet from the Adm center or reach out with questions.
 - 4. Professional Development
 - a. CPR/First Aid classes coming up.
 - b. In-service Oct 15, On-going Assessment (COR) training toward meeting Parent Aware Requirements.
 - c. In-service Nov 10 Suicide Prevention, and mini sessions to be determined. White Earth is working with a new Suicide Prevention Curriculum through the U of M, and happy to share information.
- I. Building and Program Transition Updates: The DL newspaper did an article last spring on the closing of Lincoln and followed up with an article this fall. PreK and Elem School Photos and Fire Truck visits were coordinated.
- J. Other: The Early Childhood Dental Network is paying for 10 early childhood aged children to receive free dental exams and the school nurse Jean is working with ECDN. Discussion if there are children overall in the community being underserved or lack access.
- K. Adjourn
- L. Next Meeting Dates Dec 15, Feb 23, April 20 with Location RSM Conf Room



District Advisory Committee Report

Meeting Summary – October 8, 2025

1.) Welcome and Introductions

Committee members introduced themselves and shared their connections to the Detroit Lakes School District.

2.) Striving for Comprehensive Achievement and Civic Readiness Report

An overview of the previous year’s goals was presented, followed by a review of this year’s plan. Members divided into groups to analyze and discuss the five primary goals of the 2024–25 plan. Each group summarized key insights, and attendees provided feedback and questions.

Attendees: Pam Daly Heidi Evans Rhonda Fode Josh Hochgraber Lindsay Jacobus Mark Jenson Renee Kerzman Trisha Mariotti	Cara Myers Sandy Nelson Mike Suckert Mary Rotter Kris Swenson Tom Trowbridge Kym Westholter
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Data sources and validity were discussed, including how statewide assessments and other measures are used to inform planning. Specific topics included:

- **MCA Results and Opt-Outs:** Discussion on participation and interpretation of results.
- **Graduation Data:** Clarified that four-year rates can be misleading due to “continuing students” enrolled in extended programs.
- **Title Programming:** Reviewed Title I and II allocations and how funds are used to provide additional academic support for students.
- **Parent and Family Engagement:** Shared an overview of last year’s family engagement activities related to Title programs and some of the fun events that were held such as mat board game night and I Love to Read event. A virtual book study was tried but did not get as much parent involvement as we hoped. Committee members were invited to share additional ideas.

3.) Standards Review Update

The district shared progress on curriculum review cycles. Updates on Math and Reading standards will be provided in February. Members discussed the upcoming Health Standards development at the state level, not at the local level. The information will be forwarded to this committee if there is another opportunity for community feedback.

4.) Strategic Planning Process

Superintendent Jenson outlined the launch of the district’s new strategic planning process. This includes staff, student, and community surveys, as well as a task force committee that will guide the development of district priorities and goals. Committee members were invited to participate and share feedback as the process unfolds. The goal is to have a plan to the school board May 2026.

Next Meeting

The next District Advisory Committee meeting will be held in February 2026 (date to be determined).



Detroit Lakes Substance Use Prevention Coalition

October 14, 2025
HS Room 203

Welcome Back!

Review of our Norms:

- Respectful of Time and Attention
- Challenge past assumptions and think creatively/work collaboratively
- Make sure everyone's voice is heard
- It's OK to reflect and change your mind

Roles:

- Meeting minutes - any takers???

WELCOME

- Name
- Organization and your role there
- Update/Happenings from your organization

Taking a look at today

- Update on Student PCN group/TARGET
- What do we want to focus on this year?
- Speaker/Topic ideas for our meetings
- Local Prevention workshop???
- Speaker for Becker Co. schools?



Student Meeting

- Approximately 12 students interested in being a part of TARGET!
- Set to do Red Ribbon Week events at High School and Roosevelt the week of 10/27
- Have reached out to Rossman as well
- Deciding on the logo
- Brainstorming fundraising ideas

Looking at the year ahead..

- What do we want to focus on?
- Thoughts on meeting every other month vs. every month?
- Do we want to re-apply for the Opioid Settlement Grant when applications open up?

Ideas moving forward

- Partnering with community agencies to bring in speaker Vive18 (or similar) to all Becker Co. schools
- Local/Regional CEU workshop utilizing the knowledge and expertise of area professionals
- Bringing in guests/speakers to this meeting

Prevention Spotlight

Talk, They Hear You (TTHY) Campaign (SAMHSA)

- PSAs for Radio, Video and Flyers
- Implementation guide for groups/communities
- School and Educator resources

What's Coming Up

- Red Ribbon Week - October 23-31st
 - Theme: Life is a puzzle, Solve it drug free
- POWWOW on Thursday, November 13th
 - Would love to have Coalition members volunteer to man the table if available!
 - TARGET members may also be at the table when available

Resources, Trainings and Such - Oh my!

- Trainings and webinars - [MN Prevention Resource Center](#)
- [Hazelden Betty Ford Foundation](#) - On Demand webinars as well as free webinars coming up
- [Framing the Conversation](#)
- [Northwest Region Prevention demographic report](#)
- [Great Lakes PTTC](#)
- [Montana Institute](#)
- [PBS - Addiction 101](#)
- [Stanford Medicine Infographics](#)

Wrap Up

Do we want to meet next month?

Next meeting:

Tuesday, November 11, 2025