Regular Monthly Board Meeting

Monday, June 5, 2023 5:30 PM
High School Media Center, 810 First Street North, Pine River, MN 56474

1. **Call to Order and Pledge to the Flag** **Members: Leslie Bouchonville, Wanda Carlson, Chris Cunningham, Roger D. Hoplin, Nicki Linsten-Lodge, David Sheley, Ryan Trumble and Superintendent Jonathan Clark**	**Speaker(s):** Board Chair
2. **Welcome to Visitors**	**Speaker(s):** Board Chair
2.1. Public Comments and Time for Interaction with the Board on Agenda Items	**Speaker(s):** Board Chair
3. **Approve Agenda (and addendum, if included)**	
4. **Approve Minutes of the May 1, 2023 Regular Board Meeting and the May 15, 2023 Special Meeting**	**Speaker(s):** Board Chair
5. **Informational Items**	
5.1. Principal Reports	
5.2. Director Reports	
5.3. Superintendent Report	
5.4. Enrollment Report	
5.5. ESSER Funding	
6. **Consent Calendar**	
6.1. Approve Bills Presented	
6.2. Approve Investment Report	
6.3. Approve Treasurer's Report	
6.4. Approve Electronic Funds Transfers and Other Banking Transactions	
6.5. Adopt Resolution Accepting Monetary Awards and Donations	
6.6. Approve Personnel Items as Listed:	
6.7. Set Activity Participation Fees for 2023-24: • Junior High (grade 7-9): $70 • Senior High (grade 10-12): $80 • Hockey: Set by Pequot Lakes • Annual Max per Family: $300	
6.8. Set Athletic Admission Fees for 2023-24: • Adult $7 • Student $4	

- Senior (age 65 and over) $4
- PRB K-12 Students with ID - Free
- Family Season Pass $100
- Single Season Pass $60
- Student Season Pass $40
- PRB Staff with Employee Badge - Free

6.9. Set Building Usage Fees for 2023-24: Fee rate for Class III, IV and V per District Policy 902 Use of School District Facilities and Equipment.
- Non-profit group: No fee for use of building space. Custodial services, technology services and equipment fees will be billed for services used.
- For profit group: $75 for gym, commons or kitchen, $30 for a classroom. Additional charges for custodial services, technology services and equipment fees will be billed for services used.

6.10. Set Cell Phone Reimbursement Rate for 2023-24 at $60 per month.

6.11. Approve a Resolution for 2023-24 Membership in the Minnesota State High School League

6.12. Approve a Revised 2023-25 At-Will Employee Letter of Assignment with the ALP Director

6.13. Award contract for Trash Collection to Waste Partners for the period of July 1, 2023 to June 30, 2024

6.14. Award contract for Bread and Related Products to Pan-O-Gold for the period of July 1, 2023 to June 30, 2024

6.15. Award contract for Diesel Fuel to Northern Star Cooperative for the period of July 1, 2023 to June 30, 2024

7. **Discussion Items**

7.1. Second Reading of the Following Policies:
- 405 Veterans Preference
- 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- 415 Mandated Reporting of Maltreatment of Vulnerable Adults
- 416 Drug and Alcohol Testing
- 417 Chemical Use and Abuse
- 418 Drug Free Workplace/Drug Free School
- 501 School Weapons Policy
- 507 Corporal Punishment
- 515 Protection and Privacy of Student Records
- 522 Student Sex Nondiscrimination
- 524 Internet Acceptable Use and Safety Policy
- 529 Staff Notification of Violent Behavior

by Students
- 532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
- 535 Service Animals in Schools

7.2. 2023-24 Preliminary Budget

7.3. First Reading of the Following Policies:
- 203.6 Consent Agendas
- 516.5 Overdose Medication
- 603 Curriculum Development
- 605 Alternative Programs
- 610 Field Trips

7.4. Pine River-Backus Elementary Local Literacy Plan

7.5. 2023-24 Elementary Student Handbook

7.6. Juneteenth Holiday and MOU with Service Employees International Union, Local #284

7.7. Juneteenth Holiday and MOU with School Service Employees, Local #284

8. **Action Items**

8.1. Approve a Resolution Authorizing FY2025 Long Term Facilities Maintenance Plan

8.2. Approve the 2023-24 Preliminary Budget

8.3. Reading and Approval of the Following Policies:
- 101 Legal Status of the School District
- 102 Equal Educational Opportunity
- 103 Complaints
- 104 School District Mission Statement
- 201 Legal Status of the School Board
- 202 School Board Officers
- 203 Operation of the School Board, Governing Rules
- 203.1 School Board Procedures; Rules of Order
- 203.5 School Board Meeting Agenda
- 204 School Board Meeting Minutes
- 205 Open and Closed Meetings
- 206 Persons at School Board Meetings and Data Privacy Considerations
- 207 Public Hearings
- 208 Development, Adoption and Implementation of Policies
- 209 Code of Ethics
- 210 Conflict of Interest - School Board Members
- 211 Criminal or Civil Action Against School District, School Board Member, Employee or Student
- 212 School Board Member Development

- 213 School Board Committees
- 214 Out-of-State Travel by School Board Members
- 301 School District Administration
- 302 Superintendent
- 303 Superintendent Selection
- 304 Superintendent Contract, Duties and Evaluation
- 305 Policy Implementation
- 306 Administrator Code of Ethics
- 601 School District Curriculum and Instructional Goals
- 602 Organization of School Calendar and School Days
- 604 Instructional Curriculum
- 606 Textbook and Instructional Materials
- 607 Organization of Grade Levels
- 608 Instructional Services - Special Education
- 609 Religion
- 611 Home Schooling
- 612.1 Development of Parent and Family Engagement Policies for Title I Programs
- 614 School District Testing Plan and Procedure
- 615 Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students
- 616 School District System Accountability
- 618 Assessment of Student Achievement
- 619 Staff Development for Standards
- 620 Credit for Learning
- 624 Online Learning Options

8.4. Approve a Memorandum of Understanding with Service Employees International Union, Local 284 adding Juneteenth as a paid holiday for those working eleven or more months per year.

9. **Open Forum**

10. **Closed Sessions:**

The School Board will close the meeting pursuant to Minn. Stat. 13D.05 sub 2(a)(3) (educational data) and Minn. Stat 13.D.05 sub 3(b) (attorney-client privilege) to discuss pending administrative complaints and possible action related to threatened and ongoing litigation.

The School Board will close the meeting pursuant to Minn. Stat. 13D.03 Subd. 3 in Order to Consider Strategy for Labor Negotiations with Pine River-Backus Education Minnesota

The meeting will reopen.

11. **Adjourn**

A meeting of the Board of Education was held in the High School Media Center at 5:30 p.m. on Monday, May 1, 2023 with Chair Cunningham presiding.

Members present: Leslie Bouchonville, Wanda Carlson, Chris Cunningham, Roger D. Hoplin, Nicki Linsten-Lodge, David Sheley, Ryan Trumble and Superintendent Jonathan Clark.

The floor was opened for comments from the public on agenda items.

Spotlight on Education – Parent Teacher Organization (PTO) and Update from HRS 2022 Conference Attendees

Motion by Hoplin, second by Bouchonville, to approve the agenda. All voted aye and the motion carried.

Motion by Trumble, second by Hoplin, to approve the minutes of the April 3, 2023 regular board meeting. All voted aye and the motion carried.

Administrative team, director, enrollment and Esser financial reports were heard.

Consent Calendar - Motion by Carlson, second by Sheley, to approve the Consent Calendar, which consisted of the following items:

- Approve bills presented (checks 73249-73410 totaling $202,963.31); approve the investment report; approve the treasurer's report; approve the report on electronic fund transfers and other banking transactions; adopt a resolution accepting monetary awards and donations; and
- Approve Personnel Items:
    - Rescind the motion passed March 6, 2023 to hire Matthew Casperson as Assistant Baseball Coach for the 2023 season;
    - Accept the resignation of Lori Wolske, Paraprofessional, effective May 26, 2023 and authorize posting for a replacement;
    - Accept the resignation of Andrew Moore, Special Education Teacher, effective June 1, 2023 and authorize posting for a replacement;
    - Accept the resignation of Tiffany Abrams, Special Education Teacher, effective June 1, 2023 and authorize posting for a replacement;
    - Accept the resignation of Brianna Blanchard, English/Language Arts Teacher, effective June 1, 2023 and authorize posting for a replacement;
    - Accept the resignation of Karl Ludeman, High School Teacher, effective June 1, 2023 and authorize posting for a replacement;
    - Accept the resignation of Darla John, School Nurse, effective June 1, 2023 and authorize posting for a replacement;
    - Approve the hiring of Sinthea Rose Cheshire as Special Education Teacher effective March 27, 2023;
    - Approve the hiring of Nicholas Ackerman as Assistant Baseball Coach for the 2023 season;
    - Approve the hiring of Nathan Fischer as Varsity Football Coach for the 2023 fall season;
    - Approve the hiring of Erik Vetsch as Assistant Golf Coach for the 2023 season;
    - Approve the hiring of Joshua Hirschey as Varsity Volleyball Coach for the 2023 fall season; and
    - Approve a maternity leave of absence for Elise Malecha, Science Teacher, from August 28, 2023 to Ocober 13, 2023.

All voted aye and the motion carried.

Discussion items:

- Revised 2022-23 budget. Jolene Bengtson, Business Manager, presented an overview of the 2022-23 revised budget.

Motion by Sheley, second by Trumble, to cancel the June 19, 2023 work session All voted aye and the motion carried.

Motion by Carlson, second by Hoplin, to change the May 15, 2023 work session to a special meeting. All voted aye and the motion carried.

Motion by Carlson, second by Trumble, to do third reading and approval of policies:

- 806 Crisis Management
- 807 Health and Safety

Motion by Carlson, second by Bouchonville, to approve the fiscal year 2023 revised budget. All voted aye and the motion carried.

Open forum – The meeting was opened for comments from the public.

Cunningham adjourned the meeting at 6:30 p.m.

Wanda Carlson, Clerk
Recorded by Cindy Felthous

A special meeting of the Board of Education was held in the Pine River-Backus High School Media Center at 5:30 p.m. on Monday, May 15, 2023 with Chair Cunningham presiding.

Members present: Wanda Carlson, Chris Cunningham, Roger D. Hoplin, Nicki Linsten-Lodge, David Sheley, Ryan Trumble and Superintendent Jonathan Clark. Leslie Bouchonville was absent.

Motion by Carlson, second by Trumble, to approve the agenda. All voted aye and the motion carried.

First reading of policies:

- 405 Veterans Preference
- 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- 415 Mandated Reporting of Maltreatment of Vulnerable Adults
- 416 Drug and Alcohol Testing
- 417 Chemical Use and Abuse
- 418 Drug Free Workplace/Drug Free School
- 501 School Weapons Policy
- 507 Corporal Punishment
- 515 Protection and Privacy of Student Records
- 522 Student Sex Non Discrimination
- 524 Internet Acceptable Use and Safety Policy
- 529 Staff Notification of Violent Behavior by Students
- 532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
- 535 Service Animals in Schools

Motion by Sheley, second by Linsten-Lodge, to approve a contract with Jonathan Clark, Superintendent for 2023-2026. All voted aye and the motion carried.

Motion by Hoplin, second by Carlson, to read and approve policies:

- 401 Equal Employment Opportunity
- 402 Disability Nondiscrimination Policy
- 403 Discipline, Suspension and Dismissal of School District Employees
- 404 Employment Background Checks
- 406 Public and Private Personnel Data
- 407 Employees Right to Know – Exposure to Hazardous Substances
- 408 Subpoena of a School District Employee
- 409 Employee Publications, Instructional Materials, Inventions and Creations
- 412 Expense Reimbursement
- 413 Harassment and Violence
- 419 Tobacco-free Environment
- 420 Students and Employees with Sexually Transmitted Infections and Diseases and Certain other Communicable Diseases and Infections
- 421 Gifts to Employees and School Board Members
- 422 Policies Incorporated by Reference
- 423 Employee Student Relationships
- 427 Workload Limits for Certain Special Education Teachers
- 502 Search of Student Lockers, Desks, Personal Possessions and Student's Person
- 503 Student Attendance
- 504 Student Dress and Appearance
- 505 Distribution of Non-school Sponsored Materials on School Premises by Students and Employees
- 508 Extended School Year for Certain Students with Individualized Education Programs
- 509 Enrollment of Nonresident Students
- 510 School Activities
- 510.1 Extra Curricular and Activity Eligibility Policy
- 511 Student Fundraising
- 512 School Sponsored Student Publications and Activities
- 513 Student Promotion, Retention and Program Design
- 514 Bullying Prohibition Policy
- 516 Student Medication
- 518 DNR-DNI Orders
- 519 Interviews of Students by Outside Agencies
- 520 Student Surveys

- 521 Student Disability Nondiscrimination
- 523 Policies Incorporated by Reference
- 525 Violence Prevention
- 526 Hazing Prohibition
- 527 Students Use and Parking of Motor Vehicles, Patrols, Inspections and Searches
- 528 Student Parental, Family and Marital Status Nondiscrimination
- 530 Immunization Requirements
- 531 The Pledge of Allegiance
- 533 Wellness

All voted aye and the motion carried.

Motion by Carlson, second by Sheley, to delete policy 509.1 Resident Student Enrolled in Online Learning Program. All voted aye and the motion carried.

Motion by Carlson, second by Hoplin, to close the meeting per Minnesota State Law 13D.03 Subd. 3 in order to discuss strategy for labor negotiations with Pine River-Backus Education Minnesota. All voted aye and the motion carried.

The meeting was closed at 5:42 p.m. and reopened at 6:11 p.m.

Chair Cunningham adjourned the meeting at 6:12 p.m.

Wanda Carlson, Clerk
Recorded by Cindy Felthous

ELEMENTARY SCHOOL BOARD REPORT
PINE RIVER-BACKUS ELEMENTARY SCHOOL
JUNE 5, 2023

Student Achievement

- I met with every teacher for our end of year student learning goal/professional growth goal meeting. We should all be very proud of their efforts and ideas moving forward. We had outstanding conversations and self-assessments around their Marzano Element of Instruction. 33/40 (82.5%) of our teachers met their student learning goal this year. Over 90% have rated themselves as "applying or innovating" in their instructional goal that they set.
- We will analyze all of our student achievement data as leadership teams and make plans accordingly.

Staff Training and Professional Development - HRS Level 2 - Effective Teaching in Every Classroom

- Staff participated in Navigate 360 (ALICE) crisis response and preparedness training. I know there are plans to keep this going in the fall. The training was well received and had great information.

Safe Environment and Consistent Discipline - HRS Level 1 - Safe, Supportive, and Collaborative Culture

Supervision was appropriately in place in all areas of our school (classroom, hallway, cafeteria, playground) this year. This was monitored frequently, feedback was gathered often, and we adjust as needed based on student needs.

- **Staff positively and consistently reinforced behaviors and re-taught as needed.**
- All classrooms created, discussed, updated, shared, and implemented positive behavior management plans.
- All teachers reviewed classroom managed vs. office managed behavior protocols.
- We averaged .95 major referrals and 1.0 minor referrals per day in April. This is a little up from March, but nothing to be concerned about at all. Overall 87.% of students have 0-1 referrals for the year. We have had 105 elementary bus referrals for the entire year. That is still significantly down from this time last year.
- For the entire year, we averaged 1.3 administrative managed (major) behavior referrals per day. We averaged 1.1 staff managed (minor) referrals per day. Both of these are right around the "median" score for national percentile rankings of schools that use of SWIS program.
- **We have been VERY consistent and fair with discipline all year.**

Facility Needs

- Thank you to our custodial staff for all of the preparation and daily work to keep things working smoothly. Even on the busiests of days, we can rely on great service for our staff and students.
- We look forward to seeing the next phases of our "branding" process unfold. Even the things (painting) get noticed by students and they get excited.
- I met with Karl and all of the staff that are moving rooms.

Professional Development

- Inservice Week:
    - EdPuzzle training for social studies and science teachers.
    - Navigate 360 training for all certified staff. There are plans to expand this and continue focusing on this.
    - Report card and assessment work
    - PLC planning for 2023-2024

Parent/Student Handbook

- I am already in the process of making provisional updates for our 23-24 School Year Elementary Handbook. You should be receiving a copy to review at one of the upcoming meetings. I will look for this to be approved at the August School Board Meeting.

Reading Well By Third Grade Plan

- Our Reading Well Plan has been updated and sent to the school board for review. We made several changes with the assessments and interventions that we gave and/or administered this year. All updates are in blue. We will look to have that approved by the school board in August as well. Please review, ask questions, add items, etc. as you wish. This was updated as a team including teaching staff.

End of year/summer items

1. Class rosters have been formed and are provisional in nature. Changes are made during the summer as student enroll or withdraw. Classroom placements usually come out in mid-August.
2. Our Master Schedule is being worked on. We staff have moving parts with staff that need to be finalized. There is always a few adjustments once it is completed as well.
3. Final progress reports were sent home with students or mailed to home May 26th.
4. School Supply lists are all updated so we are only asking families to purchase exactly what we NEED. These lists will be on our school website and are sent to surrounding stores once the school supply shopping starts later in summer.
5. Reading Well Literacy Data Submissions and Plan will need to be completed.
6. We will continue to monitor and adjust enrollment as new enrollees or any withdraws happen over the summer.
7. We finalized summer school staffing for Extended School Year, Kindercamp, and Summer School. We had 70 students referred (K-6) for summer remediation this year.
8. Professional Development plans, requests, and more.
9. Review and approve additional purchase orders, time cards, and more.
10. Complete paraprofessional and clerical evaluations
11. Organize committees, members, meeting dates/times, etc. for next year.
12. Review and plan Teacher Development and Evaluation obligations for next year.
13. Highly Reliable Schools planning

K-6 Summer School:

- August 7-18
- 70 students currently referred. Let year we had 75 referrals.
- 3 certified staff are scheduled to teach
- Letters will be mailed to all families that have not enrolled their student yet inviting them to attend.
- Data Day for incoming kindergarteners - July 26th
- Kindercamp: Aug. 22-25

My last official day in the office will be June 22nd. We will have our administrative retreat that week.

End of year enrollment summary:

- 38 new enrollees since July 2022.
- 52 withdrawn since July 2022
- Last year we ended the school will 441 total students K-6.

Early Childhood		
Kids Together	19	
School Readiness	45	
Headstart	11	
	75	
Kindergarten		**Updated 5/31/2023**
Dallas	20	
Norman	18	
Travis	20	
	58	
Grade 1		
Anderson	19	
Hicks	19	
Kamholz	20	
	58	
Grade 2		
Ackerman	17	
Robbi	21	
Rice	19	
	57	
Grade 3		
Diederich	18	
Dinnel	18	
Goddard	19	
Hoffarth	19	
	74	
Grade 4		
Rowell	22	
Vry	22	
	44	
Grade 5		
Ackerman	23	
Freeman	23	
Holden	24	
	70	
Grade 6		
Hradsky	18	
Ramler	18	
Soukup	20	
	56	
TOTAL	**417**	

Congratulations to our May "Tiger Pride" award nominees!! Well done, kids!!

Student	Teacher				
Bentley Brown	**Mrs. Norman**	May Character Trait: Reflection		**Kindergarten Golden Tickets**	
Dalton Hanson	**Ms. Dallas**			Bentley Brown	**Mrs. Norman**
Kubli Butcher	**Mrs. Travis**	1st - 6th May 25, 2023		Dalton Hanson	**Ms. Dallas**
Mabel Crawford	**Mrs. Anderson**	Kinders - May 26, 2023		Kubli Butcher	**Mrs. Travis**
Camille Jakosalem	**Mrs. Hicks**			Dahlia Sherman	**Mrs. Sether**
Kynzlee Fuhrer	**Mrs. Kamholz**			Ronan Mitchell	**Mr. Gonnion**
Chantelle Jakosalem	**Mr. Ackerman**			Everest Coughlin	**Mrs. Bergem**
Norah Kronen	**Ms. Robbi**			Houston Cosper	**Ms. Smith**
Terrell Cooper	**Mrs. Rice**			Eaden Richards	**Ms. Loge**
Aria Cintella	**Mrs. Diederich**				
Rylen Hudson	**Mr. Hoffarth**				
Peyton Tymenski	**Mr. Dinnel**				
Temperance Ericson	**Mrs. Goddard**				
Karch Sawyer	**Mrs. Rowell**				
Savhanna Holmin	**Mrs. Vry**				
5-6 Grade Level					
Karsen Petersen	**Mr. Ackerman**				
Megan Anderson	**Mrs. Freeman**				
Jackson Peterson-Simons	**Mrs. Holden**				
Avery Hesse	**Mr. Hradsky**				
Emily Blankenship	**Mr. Johnson**				
Trevor Swenson	**Mr. Ramler**				
Nevaeh Fox	**Mrs. Soukup**				
Title/Specials					
Olivia Wynn	**Mrs. Davis**	Anthony Holtz Onken	Alissa Holpin		
Isaac Wendt	**Mrs. Shackle**	Connor Rowell			
Caleb Gersava	**Ms. Arnold**	Velaina Digiovanni			
~~Dahlia Sherman~~	**Mrs. Sether**	Tucker Mills			
Dahlia Brammann	**Mr. Gonnion**	~~Ronan Mitchell~~			
	Mr. Ehlert				
	Mr. Casperson				
	Ms. Benson				
Serena Nelson	**Ms. Determan**	Madison Anderson			
	Ms. Kussart				
~~Everest Coughlin~~	**Mrs. Bergem**				
Katiana Anderson	**Mrs. Dinnel**				
Myles Mortenson	**Ms. Smith**	~~Houston Cosper~~			
	Mrs. Adkins				
Trevor Swenson	**Mrs. Odens**				
Briar Bradow	**Ms. Rose**				
Lolynn Crannell	**Mrs. Loge**	Eaden Richards	Caleb Henzelek		

Pine River-Backus
PUBLIC SCHOOLS - PINE RIVER, MN

Have a great summer!!

PO Box 610
401 Murray Ave
Pine River, MN 56474

Go Tigers!
ISD 2174

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prbschools.org

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Chris Halverson, High School Principal
Rick Aulie, Elementary Principal
Sue Peet, ALC Director
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Jolene Bengtson, Business Manager
Cindy Felthous, Human Resources
Jill Blanchard, Food Service Director
Karl Flier, Bldgs & Grounds Director
Tim Tungseth, Activity Director

School Board Report for June 5th, 2023
Current Happenings at PR-B High School

PRB High School Site Goals:

- The percent of PR-B high school students who can identify a positive adult connection with PR-B staff will increase by 20% over the 2022-23 school year.

High School

- Math - Increase MCA Math scores to 48% Proficient or higher by 2023.
- Reading - Increase MCA Reading scores to 60% Proficient or higher by 2023.
- Relationship - Understanding students' backgrounds and interests; Having high expectations for ALL learners.

- **Level Two HRS Certification** (***Complete / Celebration)***

2022-2023 Level 1 Current Goals: Safe & Collaborative School

- -Administer Level 1 and 2 Surveys to staff, parents, students *(Established)*
- -Utilize monitoring system to identify lagging indicators - *In-Action*
- -Continue to strengthen PBIS program - *ongoing*
- -Implementation of Catalyst Strategies at the habitual and systems level - daily/*ongoing (training in Catalyst toward certification)*
- -Professional Learning Teams - *2 Wednesdays per month*
- -ALICE/Crisis Planning - *Ongoing*

Focus of Effective Instructional Practices: (HRS Level 2)

- Standards, Rigor, Vocabulary, Common Model of Instruction, Instructional Rounds, REACH, Envoy Strategies, Learning Goals Posted, HRS Framework
- -Marzano Art & Science of Teaching Learning Segment(s) (PLC focus)
- -Learning Goals Posted, Rigor, Vocabulary, Common Model of Instruction, Instructional Rounds

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Professional Development Opportunities/ Staffing / Communication:

- We have two Special Education teaching openings currently. Some applicants are coming in but the supply is low. This is similar to many other districts in the region and state given the current market. Our Administrative Team continues to collaborate and think “outside of the box” to find quality candidates.
- Mrs. Sigan, Mr. Aulie and myself have been collaborating on the Master Schedule for next year. Things are coming together as we solidify staff and courses needed.
- The Administration Team, Mrs. Hanneken, and a couple of teacher representatives attended an HRS Networking and Celebration discussion at Sourcewell in Staples, MN. The meeting was great for new ideas and validating the work that we are and have been doing! We are doing the RIGHT WORK!

End of year items

1. 2023 PR-B Graduation was a success and “Thank You” for your help in the process. We are very proud of our students and families in the Pine River - Backus District. PR-B Strong! GO TIGERS!
2. Mrs. Sigan is working on completing class schedules for high school students. A Master Schedule will be finalized as we continue to fill vacancies in our faculty. It will be completed and ready to go for Fall.
3. Final progress reports were mailed to homes last week.
4. I met with every teacher for a “check out” meeting. Very proud of their efforts and ideas moving forward. Reflection and notes taken from these meetings will help plan for our future.

Items for June/August

1. Finalize class rosters and place with teachers.
2. Take care of new enrollees and any withdraws
3. Data review and planning
4. Our Parent/Student Handbook will be provisionally updated for students, parents, and staff. School Board Members will have the proposed 2023-2024 copy to review in July. Mrs. Bauman and myself are reviewing our handbook and referencing a variety of other schools handbooks in the process. All updates and/or changes will be written in red. I will look to have this officially approved at the August School Board Meeting.
5. Professional Development plans, requests, and more.
6. Review and approve additional purchase orders, time cards, and more.
7. Complete paraprofessional and clerical evaluations
8. Organize committees, members, meeting dates/times, etc. for next year.
9. Review and plan Teacher Development and Evaluation obligations for next year.
10. Highly Reliable Schools Work

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Summer Learning:

-MASSP Secondary Principal Conference - June 13-16
-Leadership Retreat with administration - June 20-22 (Cragun's Resort)

Respectfully,
Chris A. Halverson
Proud PRB High School Principal

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Mrs. Hamp with her PRB High School Choir! They sounded great and the concert was a lot of fun!

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Mrs. Hamp with her PRB High School Choir!

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Cindy Felthous, Human Resources
Jill Blanchard, Food Service Director
Karl Flier, Bldgs & Grounds Director
Tim Tungseth, Activity Director

Congratulations to Coach Mark Gonnion and the PRB girls golf team on winning the Section 7A Girls Golf Championship!!! Outstanding job the last two days. All the girls put the pedal to the metal on Day 2! ALL girls played so well and persevered through two long days.

PRB will send its first ever golf TEAM to compete in the state tournament June 13-14 at Pebble Creek Golf Course in Becker. OUTSTANDING accomplishment by these girls.

401 Murray Avenue, PO Box 610, Pine River, MN 56474 PH: 218-587-4720 FAX: 218-587-4120 WEB: www.prbschools.org

Jon Clark, Superintendent
Chris Halverson, High School Principal
Rick Aulie, Elementary Principal
Sue Peet, ALC Director
Charity Crannel, Transportation Director
Kevin Furst, Technology Director

PINE RIVER-BACKUS SCHOOLS
ISD 2174

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Tim Tungseth, Activity Director

Day 2 Individual Results

Lyric Aulie (4th place) 87 (184 total for two days)
Hannah Barchus (6th place) 96 (192 total for two days)
Cate Travis (8th place) 93 (195- total for two days)
Kassidy Bristow (14th place) 104 (213 - total for two days)
Ayla Richards (18th place) 113 (224 - total for two days)
Ava Hansen (T-19th place) 112 (229 - total for two days)

Day 2 TOTAL = 380
Two day total = 784

PRB Boys finished their season with a 4th place finish at sections. Team total was 689 for two days.

Freshman Isaiah Aulie led the team with a 76 the first day followed by 78 on day two. Isaiah finished as the section runner up and punched his first ever ticket to the state golf tournament. Congratulations to Isaiah on two great days of solid golf.

Senior Joe Zaczowski shot an 84 on day one and 80 on day 2 good enough to qualify for a playoff to go to state, but came up just short. GREAT career as he was a two time state entrant in his career. Way to go Joe! Made the program proud.

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1996-97

“Thank you for 28 years of dedicated service Mrs. Mary Sigan!!!

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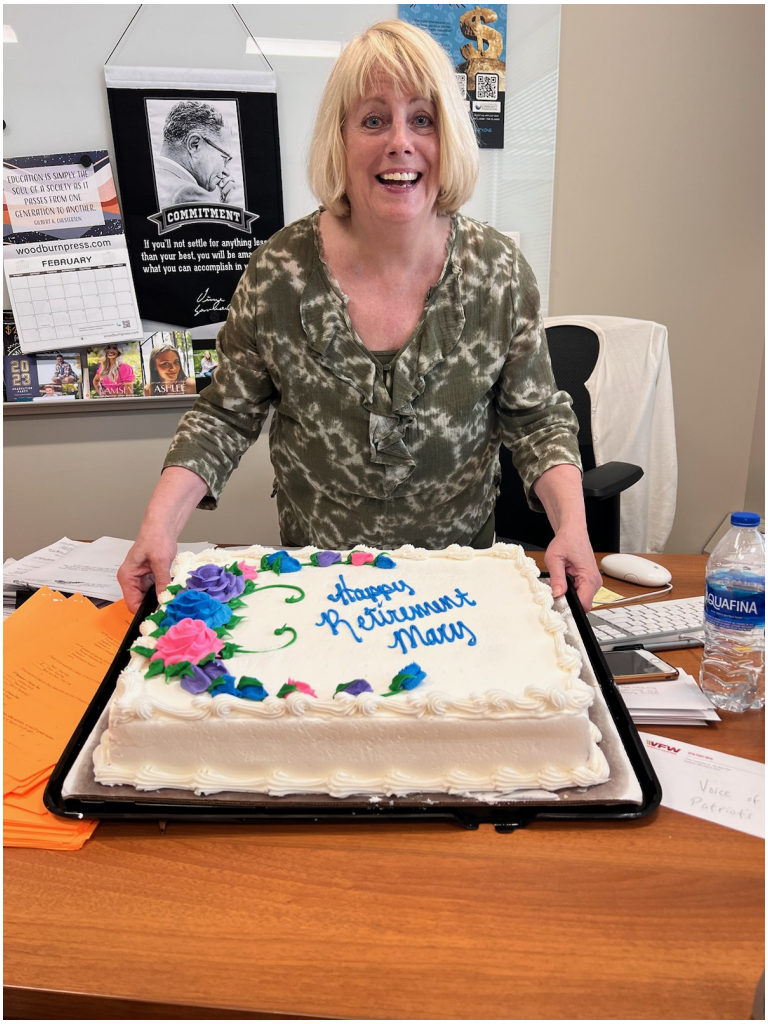

- **"Thank you for 28 years of dedicated service Mrs. Mary Sigan!!!**

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Community Ed & Communications - June School Board Report

Community Ed:

It has been a very busy end of the school year all around. Our summer packet went out with 20 pages of events and activities form Community Ed and our Community Partners! If you have not seen you can check it out online at prbschools.org >> Community Ed. I am making some changes and adding some new offerings which will also be updated online throughout the summer.

Having 2 separate registrations sites for youth and adult has its challenges and I am still learning the systems as they update, but overall it is going well. The majority of are registrations are taken in with online payments now.

Our Community Play "The Great Ice Cream Scheme" was a very Fun and had well attended performances. We also were able to raise money for the French Club trip to Quebec. I have a new enrichment instructor for K-6 offerings and started ok. We are currently working on making her programs as successful as the others. Prairie Fire canceled all their summer programs this year, which is very disappointing. I was able to get a couple of new theater options to replace and I believe they will be just as fun for our community.

Current Offering Highlights

- Community Theater - Outdoor theater (Grades 4-8) and Readers Theater (Grades 2-3) both a week long with performances for families and community members
- Robotics Camps - Drone Programing and RC Wars
- FREE Community Presentations - Costa Rica A great place to live/visit (June 7th at 6pm) and Adventures on Amtrak (June 22nd at 6pm)
- Summer Drivers Ed Class and BTW lessons
- Basketball, Volleyball, & Football Camps
- Community Garden (Education and Gardening)
- Lots of Community Events including a Wellness Fair on Aug 19th!

Communications:

Tiger Pride - Our last Tiger Pride of the school year will come out in June. We had a content deadline of May 31st so we can get some graduation information included.

Tiger Talk - Our articles have been good and consistent but we will need a new line up for next year. I would like to include a couple from you all so the community can get some perspective from our school board members. Let me know if you are interested in writing a short article.

I also keep learning more about the website, Facebook, instagram, electronic sign, and so on. It is a good journey and I believe our school marketing, branding, and communication is getting exponentially better. I plan on focusing on a communications plan in July to share with the district. I hope this will help to streamline communication and not have such a cruch for content at the end of a deadline.

Thanks,

Troy Gregory

Troy Gregory

June, 2023

Facility Report

Graduation went well, staff did an amazing job getting the school and the grounds in tip top shape.

Capital Outlay projects are slowly getting underway still working on a few projects.

Painting for the Marketing and Branding will start next week.

Last few days have been a whirl wind with graduation, getting the construction projects underway repairs with AC units and motors

The new fire alarm system will start soon this is for the entire Commons,High School and Elementary. Replacing the older Fire alarm system due to can not get parts for the older system and we have been having troubles with it this last year.

Construction has started Room 47 DCD room in the Elementary is being demolished with a few hidden changes already.

Front entrance of door 34 Demolition has started and we will break ground next week. Confirmed hardware yesterday Wood doors will not arrive until October 2023 hopefully not 2024. Ha ha

June 20th I will be bringing my stuff to custodial days to Crosby for training and to meet with the Northern and Central area of the states custodial departments through the MASMS Organization.

Another busy summer, any questions send me an email.

Karl Flier
Director Building/Grounds

2022-2023 SCHOOL YEAR
ENROLLMENT REPORT

	2021-22	9/7/2022	9/28/2022	11/1/2022	11/30/2022	1/5/2023	2/1/2023	3/1/2023	4/1/2023	5/1/2023	6/1/2023	2022-2023 YTD Average
ELEMENTARY:												
Kindergarten	66	61	61	61	60	60	60	60	61	61	61	61
First	64	60	60	60	60	60	60	61	61	61	61	60
Second	77	59	59	59	60	60	60	60	60	60	60	60
Third	45	77	78	79	79	79	79	79	79	79	79	79
Fourth	67	46	46	46	46	46	46	46	46	46	46	46
Fifth	55	68	69	70	71	71	72	73	73	73	73	71
Sixth	68	56	56	56	56	56	56	58	58	58	58	57
Total Elementary	442	427	429	431	432	432	433	437	438	438	438	434
HIGH SCHOOL:												
Seventh	57	72	70	70	70	72	73	73	73	73	73	72
Eighth	71	66	66	66	68	68	68	69	69	69	69	68
Ninth	68	74	72	71	72	72	73	71	71	71	71	72
Tenth	63	75	76	76	76	76	76	77	77	77	77	76
Eleventh	63	63	63	58	57	59	59	59	59	59	59	60
Twelfth	44	65	68	65	65	65	65	65	65	65	63	65
Total High School	366	415	415	406	408	412	414	414	414	414	412	412
Total w/o FT ALC	808	842	844	837	840	844	847	851	852	852	850	849
ALC:												
Ninth	2	0	0	0	0	0	0	0	1	1	1	0
Tenth	4	0	3	5	5	6	7	10	10	12	12	7
Eleventh	12	0	9	13	15	15	17	17	17	17	17	14
Twelfth (includes 12th +)	31	0	24	37	38	39	40	40	41	40	41	34
Total Full-time ALC	49	0	36	55	58	60	64	67	69	70	71	55
DISTRICT TOTAL	857	842	880	892	898	904	911	918	921	922	921	904
PUPIL UNITS:												
ECSE	12.5	12.5	12.5	12.5	12.5	12.5	12.5	12.5	12.5	12.5	12.5	12.5
Kindergarten	66.0	61.0	61.0	61.0	60.0	60.0	60.0	60.0	61.0	61.0	61.0	60.6
Elementary 1-3	186.0	196.0	197.0	198.0	199.0	199.0	199.0	200.0	200.0	200.0	185.0	198.8
Elementary 4-6	190.0	170.0	171.0	172.0	173.0	173.0	174.0	177.0	177.0	177.0	131.0	174.1
Secondary	439.2	498.0	498.0	487.2	489.6	494.4	496.8	496.8	496.8	496.8	494.4	494.9
ALC	58.8	0.0	21.6	33.0	34.8	36.0	38.4	40.2	41.4	42.0	42.6	66.0
Total Pupil Units	952.5	937.5	961.1	963.7	968.9	974.9	980.7	986.5	988.7	989.3	926.5	1006.9

ADM ALC (full and part-time) is included in last year's data and budget data but the ALC is budgeted based on total average daily membership and attendance. In addition, the full-time ALC is not included in the pupil units section because it would not reflect an accurate picture of the ALC pupil units due to the nature of the program.

FEDERAL FUNDS UPDATE - Allocation, Budget, Spending 5/31/2023

FEDERAL COVID FUNDS:

State Fiscal Year	Finance Code	Description	Funds Available	Funds Budgeted	Balance Unbudgeted	YTD SPENT 2022-2023	Carry Forward to FY2024	Application Status	Budget Status	Proposed Use of Funds
2023	155	Formula 155 - SFY2023 Budget Only	$38,015.03	$38,015.03	$0.00	$38,015.03	$0.00	None Needed	Funded and Active	Balance to final payments on security camera system install approved FY2022.
2023	160	Formula 160 - SFY2023 Budget Only	$1,050,059.31	$326,115.00	$723,944.31	$168,546.32	$881,512.99	In Process	Funded and Active	2.0 fte Interventionists - High School Health Services Addition - $200,000 in FY2023, balance to finish in FY2024
2023	161	Formula 161 - SFY2023 Budget Only	$362,909.06	$113,204.00	$249,705.06	$83,659.79	$279,249.27	In Process	Funded and Active	1.0 fte Curriculum Coordinator District, extended time for teachers to work with Curriculum Coordinator
2023	171	Formula - 171 - SFY2023, Pandemic Enrollment Loss	$31,029.51	$31,029.51	$0.00	$31,029.51	$0.00	None Needed	Submitted	Curriculum purchase updates as approved by Curriculum Coordinator Staffing for Summer School 2022 Teachers on Call substitutes for COVID needs
		FEDERAL COVID FUNDS TOTAL	**$1,482,012.91**	**$508,363.54**	**$973,649.37**	**$321,250.65**	**$1,160,762.26**			

FEDERAL TITLE FUNDS:

State Fiscal Year	Finance Code	Description	Funds Available	Funds Budgeted	Balance Unbudgeted	YTD SPENT 2022-2023	Carry Forward to FY2024	Application Status	Budget Status	Proposed Use of Funds
2023	401	Formula - 401 - SFY 2023, Title I, Part A: Improving the Academic Achievement of the Disadvantaged, FFY 2022, CFDA 84.010A, S010A220023A	$301,413.96	$288,049.00	$13,364.96	$211,376.18	$90,037.78	Funded & Active Cindy Ward Thomson 9/15/2022	Same	3.0 fte Title I Teachers - Elementary
2023	414	Formula - 414 - SFY 2023, Title II, Part A: Teacher and Principal Training and Recruitment, FFY 2022, CFDA 84.367A, S367A220022	$59,792.31	$59,792.31	$0.00	$19,852.53	$39,939.78	Funded & Active Renee Ringold 9/8/2022	Same	Staff Development - extended time for curriculum alignment and intervention implementation training and training on appropriate methods for data review, conferences and supplies.
2023	433	Formula - 433 - SFY 2023, Title IV, Part A, Student Support and Academic Enrichment, FFY 2022, CFDA 84.424A, S424A220024	$0.00	$0.00	$0.00	N/A	N/A	No Application Needed	Same	All $16,885.07 Title IV Funds transferred to Title II. No FY2023 application in Title IV.
		FEDERAL TITLE FUNDS TOTAL	**$361,206.27**	**$347,841.31**	**$13,364.96**	**$231,228.71**	**$129,977.56**			

NOTE: Budgets have been adjusted to Revised 2022-23 Budget projections. YTD spending is up to date.
Carry Forward amounts assume Unbudgeted FY2023 Funds + Unspent FY2023 Funds are used in FY2024.

PINE RIVER BACKUS SCHOOLS
Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
	2174	CHEC	74691	73411	Check	1	105631		JACOBSON, WAYNE	Yes	No	No	USD	04/27/2023	220.00
			74690	73412	Check	1	105630		KOUBSKY, NICK	Yes	No	No	USD	04/27/2023	220.00
			74692	73413	Check	1	102611		BUSINESS CARD	Yes	No	No	USD	04/27/2023	3,565.08
			74694	73414	Check	1	104085		MINNESOTA GRAD SERVICES	Yes	No	No	USD	04/27/2023	45.25
			74695	73415	Check	1	104910		SANDBERG, BRIAN D.	Yes	No	No	USD	04/27/2023	180.00
			74693	73416	Check	1	103919		ZINDA, MATT	Yes	No	No	USD	04/27/2023	180.00
			74697	73417	Check	1	103565		GOEDEN, DUANE T.	Yes	No	No	USD	04/28/2023	121.20
			74700	73418	Check	1	105632		Keskitalo, Chad	Yes	No	No	USD	04/28/2023	142.16
			74698	73419	Check	1	104990		MANTHE, MITCHELL DALE	Yes	No	No	USD	04/28/2023	121.20
			74699	73420	Check	1	105219		SAILER, RAY	Yes	No	No	USD	04/28/2023	142.16
			74703	73421	Check	1	105628		GOWELL, JOHNATHAN	Yes	No	No	USD	05/01/2023	224.54
			74702	73422	Check	1	105570		GROSSKREUTZ, JERRY OR CARRIE	Yes	No	No	USD	05/01/2023	109.06
			74704	73423	Check	1	105629		LATHROP, CHAD MICHAEL	Yes	No	No	USD	05/01/2023	224.54
			74701	73424	Check	1	101739		ROZINKA, DAVID	Yes	No	No	USD	05/01/2023	180.00
			74705	73425	Check	1	105633		SPRINGER, GREGORY A.	Yes	No	No	USD	05/01/2023	180.00
			74728	73426	Check	1	59100		AUTO VALUE PARTS STORE	Yes	No	No	USD	05/01/2023	1,147.64
			74710	73427	Check	1	102042		BATTERIES PLUS	Yes	No	No	USD	05/01/2023	101.94
			74722	73428	Check	1	105556		BECKER, OLIVIA	Yes	No	No	USD	05/01/2023	263.55
			74717	73429	Check	1	104348		BIX PRODUCE CO.	Yes	No	No	USD	05/01/2023	2,522.12
			74708	73430	Check	1	10045		BRIDGE OF HARMONY	Yes	No	No	USD	05/01/2023	37.75
			74714	73431	Check	1	103797		BSN SPORTS LLC	Yes	No	No	USD	05/01/2023	418.88
			74724	73432	Check	1	105634		COMPOUND SPORTSWEAR LLC	Yes	No	No	USD	05/01/2023	2,340.00
			74721	73433	Check	1	105415		CROSSWOODS GOLF COURSE, INC.	Yes	No	No	USD	05/01/2023	225.00
			74725	73434	Check	1	18200		CULLIGAN	Yes	No	No	USD	05/01/2023	198.77
			74712	73435	Check	1	103012		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	05/01/2023	266.89
			74719	73436	Check	1	104489		FUN EXPRESS LLC	Yes	No	No	USD	05/01/2023	559.75
			74706	73437	Check	1	00553		IND SCHOOL DIST #116	Yes	No	No	USD	05/01/2023	200.00
			74715	73438	Check	1	103912		KAMHOLZ, SHARI	Yes	No	No	USD	05/01/2023	10.74
			74711	73439	Check	1	102081		KENNEDY & GRAVEN	Yes	No	No	USD	05/01/2023	7,191.00
			74716	73440	Check	1	104222		KINSER, BEN	Yes	No	No	USD	05/01/2023	119.85
			74726	73441	Check	1	49670		MASSP	Yes	No	No	USD	05/01/2023	295.00
			74727	73442	Check	1	56700		MINNESOTA STATE HIGH SCH LEAG	Yes	No	No	USD	05/01/2023	20.00
			74723	73443	Check	1	105574		NOR-SON CONSTRUCTION LLC	Yes	No	No	USD	05/01/2023	9,150.00
			74720	73444	Check	1	105173		QUADIENT LEASING USA, INC.	Yes	No	No	USD	05/01/2023	290.16
			74709	73445	Check	1	101941		SCHRUPP EXCAVATING LLC	Yes	No	No	USD	05/01/2023	140.00
			74718	73446	Check	1	104486		TEACHERS ON CALL	Yes	No	No	USD	05/01/2023	5,757.44
			74713	73447	Check	1	103628		VERIZON WIRELESS	Yes	No	No	USD	05/01/2023	98.46
			74707	73448	Check	1	00566		XCEL ENERGY	Yes	No	No	USD	05/01/2023	11,720.54
			74730	73449	Check	1	105453		GRAVEL PIT GOLF COURSE	Yes	No	No	USD	05/02/2023	100.00
			74732	73450	Check	1	105632		Keskitalo, Chad	Yes	No	No	USD	05/05/2023	218.82
			74731	73451	Check	1	104990		MANTHE, MITCHELL DALE	Yes	No	No	USD	05/05/2023	218.82

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Check Register by Bank and Check

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	2174	CHEC	74733	73452	Check	1	103917		BERG, PHILIP CURTIS	Yes	No	No	USD	05/08/2023	105.00
			74734	73453	Check	1	105633		SPRINGER, GREGORY A.	Yes	No	No	USD	05/08/2023	105.00
			74735	73454	Check	1	105594		JEFFERSON, TERRANCE	Yes	No	No	USD	05/08/2023	189.91
			74764	73455	Check	1	104254		ACKERMAN, NICK	Yes	No	No	USD	05/09/2023	447.98
			74749	73456	Check	1	100916		ANDERSON, ISAAK	Yes	No	No	USD	05/09/2023	54.36
			74742	73457	Check	1	06985		BARNUM'S AUTO PARTS	Yes	No	No	USD	05/09/2023	243.86
			74761	73458	Check	1	103917		BERG, PHILIP CURTIS	Yes	No	No	USD	05/09/2023	105.00
			74760	73459	Check	1	103797		BSN SPORTS LLC	Yes	No	No	USD	05/09/2023	544.00
			74755	73460	Check	1	102716		CENEX CREDIT CARD	Yes	No	No	USD	05/09/2023	4,393.67
			74740	73461	Check	1	00586		CENTRAL LAKES COLLEGE	Yes	No	No	USD	05/09/2023	52,208.00
			74751	73462	Check	1	101604		CENTRAL MCGOWAN, INC - 139156	Yes	No	No	USD	05/09/2023	58.75
			74785	73463	Check	1	13500		CENTRAL MINNESOTA ERDC	Yes	No	No	USD	05/09/2023	2,243.39
			74786	73464	Check	1	14550		CHRISTENSEN FOREST PRODUCTS	Yes	No	No	USD	05/09/2023	776.80
			74783	73465	Check	1	105639		CIOX HEALTH	Yes	No	No	USD	05/09/2023	241.19
			74787	73466	Check	1	14850		CITY OF PINE RIVER	Yes	No	No	USD	05/09/2023	1,146.54
			74741	73467	Check	1	01119		CLIMATE MAKERS	Yes	No	No	USD	05/09/2023	1,074.00
			74774	73468	Check	1	105415		CROSSWOODS GOLF COURSE, INC.	Yes	No	No	USD	05/09/2023	90.00
			74788	73469	Check	1	18200		CULLIGAN	Yes	No	No	USD	05/09/2023	63.75
			74739	73470	Check	1	00418		DACOTAH PAPER CO	Yes	No	No	USD	05/09/2023	843.34
			74771	73471	Check	1	105171		DAKOTA BUSINESS SOLUTIONS EAS	Yes	No	No	USD	05/09/2023	223.00
			74781	73472	Check	1	105637		DUDE. BE NICE LLC	Yes	No	No	USD	05/09/2023	147.95
			74753	73473	Check	1	102191		ERIC ARMIN INC.	Yes	No	No	USD	05/09/2023	269.74
			74759	73474	Check	1	103668		ESSENTIA HEALTH	Yes	No	No	USD	05/09/2023	158.00
			74745	73475	Check	1	100427		FORUM COMMUNICATIONS COMPAN	Yes	No	No	USD	05/09/2023	126.60
			74737	73476	Check	1	00182		FRAZEE HIGH SCHOOL	Yes	No	No	USD	05/09/2023	275.00
			74789	73477	Check	1	31800		GARDINER HARDWARE	Yes	No	No	USD	05/09/2023	656.94
			74780	73479	Check	1	105636		GREENWOOD GOLF COURSE	Yes	No	No	USD	05/09/2023	50.00
			74790	73480	Check	1	37900		HOGLUND BUS CO., INC.	Yes	No	No	USD	05/09/2023	2,694.72
			74776	73481	Check	1	105608		HOPLIN, ROGER	Yes	No	No	USD	05/09/2023	158.62
			74762	73482	Check	1	103966		IEA INC	Yes	No	No	USD	05/09/2023	2,046.00
			74796	73483	Check	1	87150		IND SCHOOL DIST #2155	Yes	No	No	USD	05/09/2023	200.00
			74752	73484	Check	1	102101		INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	05/09/2023	261.33
			74793	73485	Check	1	51950		KEMPS, LLC	Yes	No	No	USD	05/09/2023	4,441.15
			74791	73486	Check	1	46875		LAKESHORE	Yes	No	No	USD	05/09/2023	569.09
			74763	73488	Check	1	104156		MARCHWICK CHIROPRACTIC	Yes	No	No	USD	05/09/2023	90.00
			74738	73489	Check	1	00309		MASMS	Yes	No	No	USD	05/09/2023	250.00
			74792	73490	Check	1	49670		MASSP	Yes	No	No	USD	05/09/2023	295.00
			74770	73491	Check	1	104948		MIDWEST BUS PARTS, INC.	Yes	No	No	USD	05/09/2023	113.35
			74794	73492	Check	1	56100		MINNESOTA SCHOOL BOARDS ASSC	Yes	No	No	USD	05/09/2023	630.00
			74768	73493	Check	1	104890		NEE MINNESOTA PROJECTS LLC	Yes	No	No	USD	05/09/2023	7,079.96
			74795	73494	Check	1	62176		NORTHERN PINES MENTAL HEALTH	Yes	No	No	USD	05/09/2023	4,444.00

PINE RIVER BACKUS SCHOOLS
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Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
	2174	CHEC	74748	73495	Check	1	100798		NORTHERN STAR CO-OP	Yes	No	No	USD	05/09/2023	9,589.12
			74736	73496	Check	1	00071		NORTHLAND STEAM CLEANERS	Yes	No	No	USD	05/09/2023	120.00
			74743	73497	Check	1	100344		ODENS, TENA	Yes	No	No	USD	05/09/2023	25.76
			74757	73498	Check	1	103137		PEBBLE CREEK GOLF COURSE	Yes	No	No	USD	05/09/2023	275.00
			74765	73499	Check	1	104407		PERRIN MOBILE MEDICAL INC	Yes	No	No	USD	05/09/2023	180.00
			74784	73500	Check	1	10650		PINE RIVER FAMILY MARKET	Yes	No	No	USD	05/09/2023	163.34
			74754	73501	Check	1	102677		ROWELL, HOLLY	Yes	No	No	USD	05/09/2023	215.71
			74769	73502	Check	1	104910		SANDBERG, BRIAN D.	Yes	No	No	USD	05/09/2023	105.00
			74746	73503	Check	1	100434		SCHOOL SPECIALTY	Yes	No	No	USD	05/09/2023	64.48
			74758	73504	Check	1	103230		SETHER, JENNY	Yes	No	No	USD	05/09/2023	105.69
			74775	73505	Check	1	105426		SHUTTERFLY LIFETOUCH LLC	Yes	No	No	USD	05/09/2023	486.99
			74782	73506	Check	1	105638		SPARTAN ATHLETIC CO.	Yes	No	No	USD	05/09/2023	89.62
			74773	73507	Check	1	105263		SYSTEMATIC TECHNOLOGIES, LLC.	Yes	No	No	USD	05/09/2023	3,490.82
			74767	73508	Check	1	104486		TEACHERS ON CALL	Yes	No	No	USD	05/09/2023	4,983.68
			74779	73509	Check	1	105635		TEAM FITZ GRAPHICS	Yes	No	No	USD	05/09/2023	2,500.00
			74772	73510	Check	1	105195		TUNGSETH, TIM	Yes	No	No	USD	05/09/2023	163.75
			74750	73511	Check	1	101013		UNITY SCHOOL BUS PARTS	Yes	No	No	USD	05/09/2023	499.60
			74797	73512	Check	1	89210		UPPER LAKES FOODS, INC.	Yes	No	No	USD	05/09/2023	21,718.24
			74756	73513	Check	1	102883		UPPER MISSISSIPPI SOFTBALL CON	Yes	No	No	USD	05/09/2023	300.00
			74747	73514	Check	1	100701		WASTE PARTNERS	Yes	No	No	USD	05/09/2023	2,424.90
			74744	73515	Check	1	100401		WEISE STORE	Yes	No	No	USD	05/09/2023	90.00
			74766	73516	Check	1	104444		X-GRAIN SPORTSWEAR	Yes	No	No	USD	05/09/2023	360.00
			74799	73517	Check	1	102359		CAMP FOLEY	Yes	No	No	USD	05/11/2023	855.00
			74798	73518	Check	1	00698		REGION 6A MUSIC CONTEST	Yes	No	No	USD	05/11/2023	25.00
			74801	73519	Check	1	105640		DECC	Yes	No	No	USD	05/12/2023	600.00
			74802	73521	Check	1	103818		PINE GROVE ZOO	Yes	No	No	USD	05/12/2023	657.00
			74805	73522	Check	1	100773		ADKINS, PAM	Yes	No	No	USD	05/15/2023	88.31
			74816	73523	Check	1	104735		BRASEL, JAN	Yes	No	No	USD	05/15/2023	10.00
			74817	73524	Check	1	105611		BREAKDOWN SPORTS USA	Yes	No	No	USD	05/15/2023	1,040.00
			74819	73525	Check	1	33750		GOPHER SPORT	Yes	No	No	USD	05/15/2023	492.46
			74820	73526	Check	1	37100		HESLOP, JAMES STEVEN	Yes	No	No	USD	05/15/2023	40.00
			74821	73527	Check	1	37650		HILLYARD/HUTCHINSON	Yes	No	No	USD	05/15/2023	1,506.60
			74809	73528	Check	1	102101		INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	05/15/2023	627.54
			74813	73529	Check	1	104222		KINSER, BEN	Yes	No	No	USD	05/15/2023	377.55
			74807	73530	Check	1	101111		KISH, LORI	Yes	No	No	USD	05/15/2023	162.53
			74804	73531	Check	1	100595		LAKES COUNTRY SERVICE COOP	Yes	No	No	USD	05/15/2023	175.00
			74822	73532	Check	1	55800		MINNESOTA POWER	Yes	No	No	USD	05/15/2023	2,853.48
			74808	73533	Check	1	101209		MINNESOTA T's	Yes	No	No	USD	05/15/2023	2,345.65
			74823	73534	Check	1	62855		NORTH PINE RIVER TIRE SERVICE	Yes	No	No	USD	05/15/2023	15.00
			74806	73535	Check	1	100974		NORTHWESTERN TRANSIT INC	Yes	No	No	USD	05/15/2023	3,532.00
			74803	73536	Check	1	100459		PAN-O-GOLD BAKING CO	Yes	No	No	USD	05/15/2023	372.22

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	2174	CHEC	74824	73537	Check	1	66750		PETTY CASH	Yes	No	No	USD	05/15/2023	410.00
			74825	73538	Check	1	67575		PINE RIVER AREA SANITARY DIST.	Yes	No	No	USD	05/15/2023	2,482.71
			74812	73540	Check	1	104140		RAINBOW LAWNS IRRIGATION SYST	Yes	No	No	USD	05/15/2023	1,151.50
			74815	73542	Check	1	104486		TEACHERS ON CALL	Yes	No	No	USD	05/15/2023	4,725.76
			74814	73543	Check	1	104462		VEX ROBOTICS INC	Yes	No	No	USD	05/15/2023	257.83
			74818	73544	Check	1	105627		VOIGT MOTORCOACH TRAVEL, INC.	Yes	No	No	USD	05/15/2023	1,991.68
			74827	73545	Check	1	103874		ERZAR, JAMES S.	Yes	No	No	USD	05/16/2023	246.33
			74826	73546	Check	1	103685		OTT, ROB	Yes	No	No	USD	05/16/2023	246.33
			74828	73547	Check	1	00879		PINE RIVER COMMUNITY BOWL	Yes	No	No	USD	05/17/2023	483.00
			74829	73548	Check	1	102178		SUNSET CINEMA	Yes	No	No	USD	05/17/2023	440.00
			74830	73549	Check	1	02080		AFLAC	Yes	No	No	USD	05/18/2023	100.00
			74831	73550	Check	1	104817		Minnesota Life Insurance Company	Yes	No	No	USD	05/18/2023	946.25
			74833	73551	Check	1	70801		NCPERS Group Life Ins	Yes	No	No	USD	05/18/2023	16.00
			74832	73552	Check	1	68350		PINE RIVER-BACKUS	Yes	No	No	USD	05/18/2023	5,909.16
			74834	73553	Check	1	77300		SCHOOL SERVICE EMPLOYEES	Yes	No	No	USD	05/18/2023	1,377.00
			74844	73554	Check	1	78600		BEMIDJI STATE UNIVERSITY	Yes	No	No	USD	05/18/2023	80.00
			74842	73555	Check	1	104453		GRAHAM, MARSHALL	Yes	No	No	USD	05/18/2023	110.00
			74843	73556	Check	1	105448		VIRGINIA GOLF COURSE	Yes	No	No	USD	05/18/2023	90.00
			74845	73557	Check	1	105368		COLONIAL LIFE	Yes	No	No	USD	05/19/2023	3,004.06
			74847	73558	Check	1	105641		SWENSON, LOGAN	Yes	No	No	USD	05/19/2023	125.00
			74856	73559	Check	1	100916		ANDERSON, ISAAK	Yes	No	No	USD	05/22/2023	42.00
			74864	73560	Check	1	102838		ANDERSON, JENNIFER	Yes	No	No	USD	05/22/2023	1,479.25
			74853	73561	Check	1	10045		BRIDGE OF HARMONY	Yes	No	No	USD	05/22/2023	32.59
			74873	73562	Check	1	105086		BROWN, KRISHA	Yes	No	No	USD	05/22/2023	60.00
			74858	73563	Check	1	100983		CLOSING THE GAP	Yes	No	No	USD	05/22/2023	1,690.00
			74849	73564	Check	1	00418		DACOTAH PAPER CO	Yes	No	No	USD	05/22/2023	1,226.16
			74854	73565	Check	1	100700		DISCOUNT SCHOOL SUPPLY	Yes	No	No	USD	05/22/2023	146.93
			74879	73566	Check	1	105560		HAMP, TERESA	Yes	No	No	USD	05/22/2023	46.86
			74876	73567	Check	1	105289		HAPPY NUMBERS, INC.	Yes	No	No	USD	05/22/2023	1,638.50
			74882	73568	Check	1	37900		HOGLUND BUS CO., INC.	Yes	No	No	USD	05/22/2023	1,781.13
			74866	73569	Check	1	103966		IEA INC	Yes	No	No	USD	05/22/2023	750.00
			74883	73570	Check	1	44820		K & K BUILDING SUPPLY, INC.	Yes	No	No	USD	05/22/2023	402.00
			74884	73571	Check	1	46875		LAKESHORE	Yes	No	No	USD	05/22/2023	378.88
			74878	73572	Check	1	105490		LIBERTY SUPPLY	Yes	No	No	USD	05/22/2023	184.18
			74881	73573	Check	1	105643		LOTT EXCAVATING, LLC	Yes	No	No	USD	05/22/2023	224.00
			74875	73574	Check	1	105259		MALACEK TEAM WRESTLING CAMP,	Yes	No	No	USD	05/22/2023	12,255.00
			74848	73575	Check	1	00309		MASMS	Yes	No	No	USD	05/22/2023	245.00
			74855	73576	Check	1	100904		MN DEPT OF HEALTH	Yes	No	No	USD	05/22/2023	180.00
			74871	73577	Check	1	104760		NORDRUM, SHARON K.	Yes	No	No	USD	05/22/2023	840.00
			74877	73578	Check	1	105376		OLSON, TRACY	Yes	No	No	USD	05/22/2023	66.14
			74863	73579	Check	1	102136		PAUL'S LOCKS AND KEYS LLC	Yes	No	No	USD	05/22/2023	65.00

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	2174	CHEC	74850	73580	Check	1	00879		PINE RIVER COMMUNITY BOWL	Yes	No	No	USD	05/22/2023	160.23
			74885	73581	Check	1	69635		POPPLERS MUSIC STORE	Yes	No	No	USD	05/22/2023	2,708.27
			74874	73582	Check	1	105174		QUADIENT FINANCE USA, INC.	Yes	No	No	USD	05/22/2023	1,000.00
			74857	73583	Check	1	100929		REALLY GOOD STUFF, INC.	Yes	No	No	USD	05/22/2023	304.43
			74861	73584	Check	1	101729		REICHERT BUS SERVICE	Yes	No	No	USD	05/22/2023	1,350.00
			74870	73585	Check	1	104622		SAFARI NORTH WILDLIFE PARK	Yes	No	No	USD	05/22/2023	216.00
			74865	73586	Check	1	103251		SAWYER, KAY	Yes	No	No	USD	05/22/2023	344.01
			74852	73587	Check	1	100434		SCHOOL SPECIALTY	Yes	No	No	USD	05/22/2023	144.19
			74862	73588	Check	1	101941		SCHRUPP EXCAVATING LLC	Yes	No	No	USD	05/22/2023	536.88
			74860	73589	Check	1	101146		SECTION 7A	Yes	No	No	USD	05/22/2023	400.00
			74867	73590	Check	1	104136		SHI INTERNATIONAL CORP	Yes	No	No	USD	05/22/2023	8,812.00
			74851	73591	Check	1	04800		TDS TELECOM	Yes	No	No	USD	05/22/2023	4,871.68
			74868	73592	Check	1	104486		TEACHERS ON CALL	Yes	No	No	USD	05/22/2023	5,566.08
			74859	73593	Check	1	101013		UNITY SCHOOL BUS PARTS	Yes	No	No	USD	05/22/2023	23.35
			74872	73594	Check	1	104802		VERSCHELDE, KATIE	Yes	No	No	USD	05/22/2023	2,087.80
			74880	73595	Check	1	105642		VOLLUM, LYNN	Yes	No	No	USD	05/22/2023	10.00
			74869	73596	Check	1	104490		WILSON, AIMEE	Yes	No	No	USD	05/22/2023	403.70
			74886	73597	Check	1	105448		VIRGINIA GOLF COURSE	Yes	No	No	USD	05/23/2023	90.00
			74887	73598	Check	1	03175		NATIONAL INSURANCE SERVICES	Yes	No	No	USD	05/23/2023	810.71
			74888	73599	Check	1	00879		PINE RIVER COMMUNITY BOWL	Yes	No	No	USD	05/24/2023	609.25
			74889	73600	Check	1	37900		HOGLUND BUS CO., INC.	Yes	No	No	USD	05/24/2023	103,255.94
			74890	73601	Check	1	105549		MetLife	Yes	No	No	USD	05/24/2023	979.51
			74898	73602	Check	1	00818		ACT, INC.	Yes	No	No	USD	05/31/2023	1,863.25
			74943	73603	Check	1	105304		ALL STAR TROPHY AND AWARDS, IN	Yes	No	No	USD	05/31/2023	129.00
			74960	73604	Check	1	59100		AUTO VALUE PARTS STORE	Yes	No	No	USD	05/31/2023	982.37
			74945	73605	Check	1	105556		BECKER, OLIVIA	Yes	No	No	USD	05/31/2023	60.00
			74941	73606	Check	1	105198		BEMIDJI BUS LINE	Yes	No	No	USD	05/31/2023	938.00
			74916	73607	Check	1	103197		BENGTSON, JOLENE	Yes	No	No	USD	05/31/2023	187.41
			74921	73608	Check	1	103797		BSN SPORTS LLC	Yes	No	No	USD	05/31/2023	394.00
			74950	73609	Check	1	105645		BUMGARNER, BARB	Yes	No	No	USD	05/31/2023	2.40
			74897	73610	Check	1	00376		BUREAU OF CRIMINAL APPREHENSI	Yes	No	No	USD	05/31/2023	15.00
			74895	73611	Check	1	00221		CERVIN, JOHN	Yes	No	No	USD	05/31/2023	145.00
			74933	73612	Check	1	104701		CULINEX	Yes	No	No	USD	05/31/2023	211.52
			74901	73613	Check	1	100195		DAY'S SANITARY SEWER SVC	Yes	No	No	USD	05/31/2023	585.00
			74951	73614	Check	1	105646		DELOUGHERTY, MICHAEL	Yes	No	No	USD	05/31/2023	3.30
			74894	73615	Check	1	00164		ENVALL, HEIDI	Yes	No	No	USD	05/31/2023	116.59
			74952	73616	Check	1	105647		FISHER, TRACY	Yes	No	No	USD	05/31/2023	13.20
			74929	73617	Check	1	104435		FREEMAN, LEAH	Yes	No	No	USD	05/31/2023	149.21
			74909	73618	Check	1	101957		GILLES, JASON	Yes	No	No	USD	05/31/2023	790.00
			74900	73619	Check	1	01194		GODDARD, CARLA	Yes	No	No	USD	05/31/2023	350.00
			74946	73620	Check	1	105560		HAMP, TERESA	Yes	No	No	USD	05/31/2023	107.31

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	2174	CHEC	74953	73621	Check	1	105648		HANSON, LAURA	Yes	No	No	USD	05/31/2023	111.50
			74954	73622	Check	1	105649		HEINEKE, AMELIA	Yes	No	No	USD	05/31/2023	1.20
			74937	73623	Check	1	105019		HERITAGE EMBROIDERY & DESIGN	Yes	No	No	USD	05/31/2023	400.00
			74938	73624	Check	1	105079		HULKE, HEATHER	Yes	No	No	USD	05/31/2023	46.82
			74912	73625	Check	1	102101		INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	05/31/2023	49.36
			74957	73626	Check	1	44550		JOSTENS INC.	Yes	No	No	USD	05/31/2023	305.92
			74910	73627	Check	1	102081		KENNEDY & GRAVEN	Yes	No	No	USD	05/31/2023	12,737.00
			74927	73628	Check	1	104222		KINSER, BEN	Yes	No	No	USD	05/31/2023	2,808.00
			74904	73629	Check	1	100918		LAKES PRINTING	Yes	No	No	USD	05/31/2023	4,072.17
			74902	73630	Check	1	100780		LINDQUIST, MELANIE	Yes	No	No	USD	05/31/2023	98.99
			74918	73631	Check	1	103325		LINSTEN-LODGE, NICKI	Yes	No	No	USD	05/31/2023	226.28
			74940	73632	Check	1	105170		LOGE, AUTUMN	Yes	No	No	USD	05/31/2023	35.00
			74896	73633	Check	1	00231		MADDENS	Yes	No	No	USD	05/31/2023	245.00
			74928	73634	Check	1	104272		MALZ, RUTH	Yes	No	No	USD	05/31/2023	16.60
			74958	73635	Check	1	55065		MASBO	Yes	No	No	USD	05/31/2023	135.00
			74907	73636	Check	1	101209		MINNESOTA T's	Yes	No	No	USD	05/31/2023	2,902.04
			74903	73637	Check	1	100904		MN DEPT OF HEALTH	Yes	No	No	USD	05/31/2023	35.00
			74955	73638	Check	1	105650		MONTAGUE, AMANDA	Yes	No	No	USD	05/31/2023	26.35
			74959	73639	Check	1	58360		NASCO	Yes	No	No	USD	05/31/2023	240.00
			74939	73640	Check	1	105081		NETLAND, SHELLY	Yes	No	No	USD	05/31/2023	119.20
			74926	73641	Check	1	104172		NORMAN, KIM	Yes	No	No	USD	05/31/2023	204.99
			74923	73642	Check	1	104077		OFFICE SUPPLY. COM	Yes	No	No	USD	05/31/2023	790.78
			74944	73643	Check	1	105376		OLSON, TRACY	Yes	No	No	USD	05/31/2023	326.94
			74942	73644	Check	1	105283		PARRY, JENNIFER	Yes	No	No	USD	05/31/2023	28.47
			74906	73645	Check	1	101061		PARTY WORLD	Yes	No	No	USD	05/31/2023	307.00
			74899	73646	Check	1	00879		PINE RIVER COMMUNITY BOWL	Yes	No	No	USD	05/31/2023	56.91
			74913	73647	Check	1	102109		PINE RIVER-BACKUS BOOSTER CLU	Yes	No	No	USD	05/31/2023	135.00
			74905	73648	Check	1	100929		REALLY GOOD STUFF, INC.	Yes	No	No	USD	05/31/2023	17.83
			74908	73649	Check	1	101621		REGION 8A	Yes	No	No	USD	05/31/2023	381.00
			74914	73650	Check	1	102417		RTS	Yes	No	No	USD	05/31/2023	4.54
			74924	73651	Check	1	104136		SHI INTERNATIONAL CORP	Yes	No	No	USD	05/31/2023	1,238.00
			74917	73652	Check	1	103311		SOUKUP, JULIE	Yes	No	No	USD	05/31/2023	123.55
			74934	73653	Check	1	104789		SOURCEWELL	Yes	No	No	USD	05/31/2023	2,145.00
			74931	73654	Check	1	104620		STRUSS, LISA	Yes	No	No	USD	05/31/2023	2.60
			74956	73655	Check	1	105651		SWENSON, CORY	Yes	No	No	USD	05/31/2023	30.55
			74915	73656	Check	1	102881		SWENSON, ROY	Yes	No	No	USD	05/31/2023	13.50
			74911	73657	Check	1	102084		TEACHER DIRECT	Yes	No	No	USD	05/31/2023	129.20
			74930	73658	Check	1	104486		TEACHERS ON CALL	Yes	No	No	USD	05/31/2023	5,195.84
			74935	73659	Check	1	104791		TREBRON COMPANY, INC.	Yes	No	No	USD	05/31/2023	6,301.66
			74936	73660	Check	1	104804		TUCHTENHAGEN, DOUG	Yes	No	No	USD	05/31/2023	8.35
			74932	73661	Check	1	104658		VARGO, ERIN	Yes	No	No	USD	05/31/2023	47.50

PINE RIVER BACKUS SCHOOLS
Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
	2174	CHEC	74920	73662	Check	1	103628		VERIZON WIRELESS	Yes	No	No	USD	05/31/2023	98.46
			74949	73663	Check	1	105644		VERNESS, NATALIE	Yes	No	No	USD	05/31/2023	30.00
			74947	73664	Check	1	105627		VOIGT MOTORCOACH TRAVEL, INC.	Yes	No	No	USD	05/31/2023	1,882.77
			74948	73665	Check	1	105642		VOLLUM, LYNN	Yes	No	No	USD	05/31/2023	10.88
			74922	73666	Check	1	103925		WANGBERG, JOHN	Yes	No	No	USD	05/31/2023	60.00
			74925	73667	Check	1	104167		WHEELER, RACHEL	Yes	No	No	USD	05/31/2023	611.77
			74919	73668	Check	1	103483		ZWART, SHELLY	Yes	No	No	USD	05/31/2023	27.75
									Bank Total: CHEC						$437,785.43
									Report Total:						$437,785.43

PINE RIVER-BACKUS SCHOOLS

Investment Report

June 5, 2023

Brokered CD's

Name of Bank	Address	Orig Date	Maturity Date	Days	Amount	Percent	5-Jun-23 Interest To Date
Franklin Bank	Franklin, TN	4/19/2021	4/19/2024	1096	$ 99,000.00	1.50%	$ 3,161.22
Total Brokered CD's					$ 99,000.00		

Investments in Local Banks

							Accrued Interest
Pine River State Bank (no broker)	Pine River, MN	1/12/2022	1/12/2025	36	$ 249,652.60	0.65%	$ 49,652.60
First National Bank of Walker (no broker)	Backus, MN	11/14/2022	11/14/2023	12	$ 103,716.61	1.75%	$ 4,716.61
Total Pine River State Bank CD's					$ 353,369.21		

MN School District Liquid Asset Fund

Name of Account / Bank	Orig Date	Maturity Date	Amount	Percent	Interest To Date
MSDLAF Max & Liquid Class	NA	NA	$ 4,615,811.05	Blended	NA
Total MSDLAF			$ 4,615,811.05		

Business Treasury Savings Account (QZAB)

Name of Bank		Orig Date	Maturity Date	Amount	Percent	Interest To Date
Minnesota Bank & Trust	Edina, MN	9/3/2010	9/3/2024	$ 767,943.66	3.04%	$ 190,490.58
				$ 767,943.66		

Scholarship Funds

Name of Fund	Maturity Date	Term	Amount	Percent
Good Citizen Scholarship Savings Acct			536.29	0.15%
Marshall Scholarship CD	7/17/2025	36	29,858.98	0.90%
Marshall Savings			9,224.69	0.15%
Alfred Weise Scholarship CD	9/3/2023	48	5,492.30	1.61%
Alfred Weise Scholarship Savings			1,010.96	0.15%
Fillings (Reighard) Scholarship CD	4/16/2023	48	7,260.90	1.60%
Fillings (Reighard) Scholarship Savings Acct			567.96	0.15%
Evelyn W. Berg Savings			8,115.51	0.15%
Sheila Joan Anderson Scholarship CD	4/4/2025	48	1,306.53	0.80%
Sheila Joan Anderson Savings Acct			463.36	0.15%
Dennis Heemstra Scholarship CD - FNB	2/17/2025	60	105,318.26	2.02%
Dennis Heemstra Scholarship CD - FNB	4/3/2024	48	119,705.48	1.50%
Dennis Heemstra Scholarship CD - FNB	9/22/2026	48	59,073.34	1.55%
Dennis Heemstra Scholarship Savings - PRSB			9,480.45	0.50%
PR-B Scholarship CD	4/10/2025	36	10,517.34	0.65%
PR-B Scholarship Savings Acct			42,216.54	0.15%
Evan Lindquist Memorial Scholarship CD	6/20/2024	48	39,518.05	1.00%
Evan Lindquist Memorial Scholarship Savings			2,478.60	0.15%
Earl & Violet Fenton CD	5/2/2024	48	4,896.50	1.41%
Earl & Violet Fenton Savings Acct			405.57	0.15%
Total Pine River State Bank / First National Bank Walker			$ 457,447.61	

TOTAL INVESTMENTS **$ 5,525,627.87**

Notes & Changes from prior report:

Balances updated per bank statements - PRSB CDs, MSDLAF, QZAB and Scholarships

PINE RIVER BACKUS SCHOOLS
Multi Year Fd, Obj Series

Sequence: Fd, O/S

Description	202111 Budget rbud21	202111 Year to Date	202111 %	202211 Budget rbud22	202211 Year to Date	202211 %	202311 Budget rbud23	202311 Year to Date	202311 %
01 General Fund									
100 Salaries & Wages	6,398,761.00	4,948,422.51	77%	6,732,315.00	5,225,014.88	78%	6,880,441.00	5,310,291.26	77%
200 Employee Benefits	1,745,599.00	1,332,440.02	76%	1,780,984.00	1,416,074.05	80%	1,851,652.00	1,420,183.32	77%
300 Purchased Services	1,252,702.00	854,168.15	68%	1,419,565.00	1,091,865.72	77%	1,369,010.00	1,179,293.53	86%
400 Supplies & Materials	682,399.00	586,499.19	86%	513,907.00	473,320.75	92%	480,914.00	370,845.95	77%
500 Capital Expenditures	64,052.00	84,528.86	132%	0.00	1,975.53	0%	0.00	7,301.28	0%
800 Other Expenditures	24,094.00	23,679.00	98%	24,094.00	18,504.16	77%	(4,406.00)	22,698.50	(515%)
900 Other Financing Uses	110,000.00	0.00	0%	110,000.00	0.00	0%	545,000.00	0.00	0%
01 General Fund	10,277,607.00	7,829,737.73	76%	10,580,865.00	8,226,755.09	78%	11,122,611.00	8,310,613.84	75%
02 Food Service Fund									
100 Salaries & Wages	182,276.00	131,311.32	72%	181,931.00	144,018.86	79%	191,126.00	147,256.54	77%
200 Employee Benefits	42,158.00	32,938.56	78%	44,886.00	35,357.28	79%	46,971.00	36,441.22	78%
300 Purchased Services	11,390.00	11,162.85	98%	11,520.00	12,204.08	106%	20,520.00	19,318.68	94%
400 Supplies & Materials	239,333.00	201,883.32	84%	257,500.00	235,942.64	92%	344,340.00	270,022.59	78%
500 Capital Expenditures	5,000.00	0.00	0%	5,000.00	2,610.57	52%	5,000.00	1,257.97	25%
800 Other Expenditures	1,200.00	1,278.50	107%	1,200.00	696.00	58%	1,200.00	2,467.00	206%
02 Food Service Fund	481,357.00	378,574.55	79%	502,037.00	430,829.43	86%	609,157.00	476,764.00	78%
03 Transportation Fund									
100 Salaries & Wages	450,738.00	370,480.87	82%	468,263.00	382,836.51	82%	453,000.00	355,220.13	78%
200 Employee Benefits	90,312.00	71,037.28	79%	87,806.00	69,249.42	79%	82,705.00	64,428.64	78%
300 Purchased Services	33,102.00	68,552.48	207%	29,902.00	68,698.09	230%	25,188.00	66,230.13	263%
400 Supplies & Materials	159,000.00	93,748.21	59%	161,000.00	150,013.00	93%	181,000.00	166,740.08	92%
500 Capital Expenditures	130,000.00	153,357.87	118%	163,958.00	201,005.40	123%	130,000.00	103,475.92	80%
800 Other Expenditures	4,810.00	2,830.00	59%	3,600.00	2,825.00	78%	3,600.00	4,850.00	135%
03 Transportation Fund	867,962.00	760,006.71	88%	914,529.00	874,627.42	96%	875,493.00	760,944.90	87%
04 Community Service									
100 Salaries & Wages	207,159.00	152,089.47	73%	259,361.00	188,320.78	73%	276,805.00	209,856.59	76%
200 Employee Benefits	56,970.00	43,232.29	76%	80,734.00	60,804.14	75%	87,634.00	68,224.08	78%
300 Purchased Services	25,658.00	10,122.68	39%	28,715.00	13,034.51	45%	32,215.00	28,979.82	90%
400 Supplies & Materials	13,800.00	4,237.16	31%	15,100.00	8,189.24	54%	13,100.00	19,534.29	149%

PINE RIVER BACKUS SCHOOLS
Multi Year Fd, Obj Series

Sequence: Fd, O/S

	Description	202111 Budget rbud21	202111 Year to Date	%	202211 Budget rbud22	202211 Year to Date	%	202311 Budget rbud23	202311 Year to Date	%
04 Community Service										
800 Other Expenditures		**5,550.00**	**644.00**	**12%**	**5,700.00**	**676.00**	**12%**	**5,700.00**	**730.00**	**13%**
04 Community Service		**309,137.00**	**210,325.60**	**68%**	**389,610.00**	**271,024.67**	**70%**	**415,454.00**	**327,324.78**	**79%**
05 Capital Expenditure										
300 Purchased Services		**138,310.00**	**130,665.27**	**94%**	**180,040.00**	**180,185.44**	**100%**	**102,000.00**	**83,845.72**	**82%**
400 Supplies & Materials		**79,100.00**	**29,851.14**	**38%**	**79,100.00**	**78,588.97**	**99%**	**79,100.00**	**75,103.52**	**95%**
500 Capital Expenditures		**184,554.00**	**156,342.60**	**85%**	**289,422.00**	**266,183.34**	**92%**	**442,015.00**	**301,800.75**	**68%**
05 Capital Expenditure		**401,964.00**	**316,859.01**	**79%**	**548,562.00**	**524,957.75**	**96%**	**623,115.00**	**460,749.99**	**74%**
06 Construction										
500 Capital Expenditures		**401,765.00**	**130,314.25**	**32%**	**227,740.00**	**227,739.60**	**100%**	**0.00**	**0.00**	**0%**
06 Construction		**401,765.00**	**130,314.25**	**32%**	**227,740.00**	**227,739.60**	**100%**	**0.00**	**0.00**	**0%**
07 Debt Redemption Fund										
700 Debt Service		**504,564.00**	**504,098.74**	**100%**	**523,612.00**	**523,617.05**	**100%**	**532,711.00**	**531,708.59**	**100%**
07 Debt Redemption Fund		**504,564.00**	**504,098.74**	**100%**	**523,612.00**	**523,617.05**	**100%**	**532,711.00**	**531,708.59**	**100%**
08 Scholarship										
800 Other Expenditures		**65,200.00**	**41,875.00**	**64%**	**43,150.00**	**46,050.00**	**107%**	**53,850.00**	**53,850.00**	**100%**
08 Scholarship		**65,200.00**	**41,875.00**	**64%**	**43,150.00**	**46,050.00**	**107%**	**53,850.00**	**53,850.00**	**100%**
20 Student Activity Fund										
400 Supplies & Materials		**184,889.97**	**36,623.46**	**20%**	**198,309.25**	**110,499.35**	**56%**	**184,188.49**	**199,819.44**	**108%**
20 Student Activity Fund		**184,889.97**	**36,623.46**	**20%**	**198,309.25**	**110,499.35**	**56%**	**184,188.49**	**199,819.44**	**108%**
	Report Totals:	**13,494,445.97**	**10,208,415.05**	**76%**	**13,928,414.25**	**11,236,100.36**	**81%**	**14,416,579.49**	**11,121,775.54**	**77%**

PINE RIVER BACKUS SCHOOLS
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
CHEC		74643		Wire	1	105351		MEDICA		No	No	No	05/01/2023	82,841.33
CHEC		74688		Wire	1	104958		FURTHER		No	No	No	04/26/2023	5,583.27
CHEC		74689		Wire	1	105548		FIDELITY SECURITY LIFE INSURANCE		No	No	No	04/27/2023	182.13
CHEC		74696		Wire	1	102611		BUSINESS CARD		No	No	No	04/28/2023	1,826.98
CHEC		74729		Wire	1	102611		BUSINESS CARD		No	No	No	05/02/2023	3,697.68
CHEC		74835		Wire	1	102302		PUBLIC EMPLOYEE RETIRE ASSOC		No	No	No	05/18/2023	23,585.55
CHEC		74836		Wire	1	102303		STATE OF MN TAX WITHHOLDING		No	No	No	05/18/2023	21,677.49
CHEC		74837		Wire	1	102304		US GOVT TAX WITHHOLDING		No	No	No	05/18/2023	138,303.44
CHEC		74838		Wire	1	104958		FURTHER		No	No	No	05/18/2023	6,040.93
CHEC		74839		Wire	1	104996		Minnesota State Retirement System		No	No	No	05/18/2023	550.00
CHEC		74840		Wire	1	105150		AVIBEN		No	No	No	05/18/2023	17,998.57
CHEC		74841		Wire	1	83400		MN TEACHERS RETIREMENT ASSOC		No	No	No	05/18/2023	76,423.67
CHEC		74891		Wire	1	102611		BUSINESS CARD		No	No	No	05/25/2023	1,423.04
CHEC		74892		Wire	1	104958		FURTHER		No	No	No	05/26/2023	2,371.81
CHEC		74893		Wire	1	105548		FIDELITY SECURITY LIFE INSURANCE		No	No	No	05/30/2023	171.53

Bank Total: $382,677.42

Report Total: $382,677.42

Resolution Accepting Monetary Awards and Donations

Be it resolved by the School Board of Independent School District No 2174 that we hereby acknowledge and accept the following monetary awards and donations received in May 2023:

Name	Amount	Purpose
Pine River American Legion	$50.00	ALP Rewards Program
PTO	$723.90	Class Field Trips
Ron and Wanda Barchus	$150.00	PRB Scholarships
Owen and Nancy Johnson	$250.00	PRB Scholarships
Pine River Dental Arts	$150.00	PRB Scholarships
Dabill Mill Storage	$50.00	PRB Scholarships
Waste Partners	$100.00	Boys Basketball

ISD #2174
Regular School Board Meeting
June 5, 2023

PERSONNEL UPDATES

Resignations/Retirements:

Name	Position	Effective	Notes
Sinthea Rose Cheshire	Special Education Teacher	6/1/2023	Authorization to post for a replacement is requested.
Jacob Hradsky	Mid-level Science Teacher	6/1/2023	Authorization to post for a replacement is requested.

Hires:

Name	Position	Effective	Notes
Kasandra Heisserer	High School English/Language Arts	2023-24 School Year	Placed on BS+15 Step 1
Stepanie Koprek	Special Education Teacher	2023-24 School Year	Placed on MA+30 Step 17
Jocelyn Rozummy	Career and Technical Education Teacher	2023-24 School Year	Placed on BS+0 Step 3
Leah Wheeler	Youth and Family Services Worker	2023-24 School Year	At Will Contract. Salary based off BS+0 Step 8 of PRBEM salary schedule. 182 contract days.

Extra-Curricular:

Name	Position	Season	Notes
None			

TRASH COLLECTION COMPARISON **RECOMMENDATION: Waste Partners**
2023-2024

Bidder: Waste Partners

	Per Pick Up
8 Yard Dumpster – Commons	$ 72.50
6 Yard Dumpster – High School	$ 42.50
4 Yard Dumpster – Elementary	$ 27.50
2 Yard Dumpster – Bus Garage	$ 35.00
2 Yard Dumpster – ALC / New Beginnings	$ 25.00
8 Yard Dumpster – Cardboard – Commons	$ 12.50
4 Yard Dumpster – Cardboard – Elementary	$ 12.50
2 Yard Dumpster – Cardboard – High School	$ 12.50

BREAD BID COMPARISON
2023-2024

RECOMMENDATION: Pan-O-Gold

BIDDER: Pan-O-Gold

PRODUCT	FIRM PRICE	2022-23 SUPPLY	ESTIMATED FIRM TOTAL
Whole Grain Sandwich Bread - Sliced - per Loaf	$ 1.96	100	$ 196.00
4" Hamburger Buns School Wheat (WG) - Sliced - per Dozen	$ 2.04	1,600	$ 3,264.00
Hot Dog Buns School Whole Grain - Sliced - per Dozen	$ 2.03	650	$ 1,321.13
Dinner Rolls, Whole Grain - Sliced - per Dozen	$ 1.95	1,200	$ 2,340.00
6" Hoagie rolls, Whole Grain - per Dozen	$ 2.71	475	$ 1,287.25
TOTALS			**$ 8,408.38**

DIESEL COMPARISON **RECOMMENDATION: Northern Star Cooperative**
2023-2024

Bidder: Northern Star Cooperative

	Price	Margin	2022-23 Usage		Usage x (Price+Margin)
Fluctuating Diesel #1	$ 3.0700	$ 0.640	4,000		$ 14,840.00
Fluctuating Diesel #2	$ 2.5900	$ 0.640	17,250		$ 55,717.50
				TOTALS	$70,557.50

Bidder: Best Oil Company

	Price	Margin	2022-23 Usage		Usage x (Price+Margin)
Fluctuating Diesel #1	$ 3.0800	$ 0.670	4,000		$ 15,000.00
Fluctuating Diesel #2	$ 2.6100	$ 0.630	17,250		$ 55,890.00
				TOTALS	$70,890.00

405 VETERAN'S PREFERENCE

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

I. PURPOSE

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

II. GENERAL STATEMENT OF POLICY

A. The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.

B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.

C. Veteran's preference points will be applied pursuant to applicable law as follows:

1. A credit of ten points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.

2. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.

3. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.

4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.

D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.

E. When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.

F. The school district's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school district may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling

a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.

G. If the school district rejects a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for the rejection and file the notice with the school district's personnel officer.

[Note: A school district may require a veteran to complete an initial hiring probationary period as defined in Minnesota Statutes section 43A.16.]

H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.

1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.

2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.

I. The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

Legal References: Minn. Stat. § 43A.11 (Veteran's Preference)
Minn. Stat. § 197.455 (Veteran's Preference Applied)
Minn. Stat. § 197.46 (Veterans Preference Act)
Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)
Young v. City of Duluth, 410 N.W.2d 27 (Minn. Ct. App. 1987)

Cross References: MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to fully comply with Minnesota Statutes chapter 206E requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. “Child” means one under age 18 and, for purposes of Minnesota Statute chapter. 260C (Juvenile) and Minnesota Statute chapter 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minnesota Statutes chapter 260C.451 (Foster Care Benefits Past Age 18).

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

D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is maltreated, or has been maltreated within the preceding three years.

E. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.

F. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical, or other care required for the child’s physical or mental health when reasonably able to do so.

2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so;

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care the childs own basic needs or safety or the basic needs or safety of another child in his or her care;

4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;

5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, or medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

6. medical neglect as defined by Minnesota Statutes section 260C.007, subdivision 6, clause (5);

7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child’s basic needs and safety; or

8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child which may be demonstrated by a

substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

G. "Nonmaltreatment mistake" occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minnesota Rules part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

I. "Physical abuse" means any physical injury, mental injury (under supervision 13), or threatened injury (under supervision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statutes section 125A.0942 or §245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minnesota Statutes section 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5)unreasonable interference with a child's breathing; (6) threatening a child with a

weapon, as defined in Minnesota Statutes section 609.02, subdivision. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9)purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minnesota Statute Section 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statute section 121A.58.

J. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.

K. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; (4) , or committed an act that

resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative.

IV. REPORTING PROCEDURES

A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.

B. An oral report shall be made immediately, by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment and the name and address of the reporter.

C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.

H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational

program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statute chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall appear in school personnel handbooks.

B. The school district will develop a method of discussing this policy with school personnel.

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn, Stat. CH 26E (Reporting Of Maltreatment of Minors)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)

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

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

[Note: This policy reflects the mandatory law regarding reporting maltreatment of vulnerable adults and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to comply fully with Minnesota Statute section 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

III. DEFINITIONS

A. “Abuse” means:

1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual

conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.

2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.

3. Any sexual contact or penetration as defined in Minn. Stat. § 609.341between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.

4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.

B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable

adult voluntarily, by contract, or by agreement.

C. “Common entry point” means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).

D. “Financial Exploitation” means a breach of a fiduciary duty by an actor’s unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor’s failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult’s funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult’s will for the profit or advantage of another.

E. “Immediately” means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

F. “Mandated reporter” means a professional or professional’s delegate while engaged in education.

G. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.

H. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and

necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.

I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 17.

J. "School personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.

K. "Vulnerable adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minnesota Statutes chapter 245A, except as excluded under Minnesota Statutes section 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to provide adequately for the individual's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minnesota Statute section 13.02 to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against a vulnerable adult who is named in a report is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

A. This policy should appear in school personnel handbooks are appropriate.

B. The school district will develop a method of discussing this policy with employees where appropriate.

C. This policy should be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 (Government Data Practices; Definitions)
Minn. Stat. Ch. 245A (Human Services Licensing)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.232 (Crimes Against Vulnerable Adults;Definitions)

Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: 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 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

416 DRUG AND ALCOHOL TESTING

[Note: Drug and Alcohol Testing of school bus drivers and applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Testing of other employees or testing of school bus drivers beyond that mandated by federal law is optional and can be done under state law only if a policy containing provisions such as the provisions of Part IV. of this policy are adopted. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]

I. PURPOSE

A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.

B. The school board believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes section 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minnesota Statutes section 181.950-181.957.

B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minnesota Statutes section 181.950-181.957.

C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, or not whether it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, regardless of whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.

D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.

E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.

3. “Breath Alcohol Technician” (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.

4. “Commercial Motor Vehicle” (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.

5. “Designated Employer Representative” (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.

6. “Department of Transportation” (DOT) means United States Department of Transportation.

7. “Direct Observation” means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.

8. “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.

9. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.

10. “Licensed Medical Practitioner” means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.

11. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.

12. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as

determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.

15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test result but before the MRO completes the verification process.

16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up

testing, and aftercare.

C. Policy and Educational Materials

[Note: The Federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers. 49 Code of Federal Regulations section 382.601. Most of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of this Section C.]

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.

2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.

4. The school district shall require each driver to sign a statement certifying that the driver has received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

[Note: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she has received a copy of these materials. 49 C.F.R. § 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]

D. Alcohol and Controlled Substances Testing Program Manager

[Note: School districts are required by the federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation. 49 Code of Federal Regulations section 382.601(b)(1).]

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.

2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

[Note: The specific prohibitions for drivers are contained, in large part, in 49 Code of Federal Regulations sections 382.201-382.215.]

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.

2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.

3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.

4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.

5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.

6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.

7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance

includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.

9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

[Note: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations. 49 Code of Federal Regulations section 382.505.]

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the drivers supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

[Note: ***School districts must utilize the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") to conduct pre-employment queries, annual queries, and reports regarding***

CDL holders who operate CMVs on public roads (including school bus drivers) and who are covered by the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Testing Program. In addition to utilizing the Clearinghouse, school districts must continue to comply with the alcohol and controlled substance testing required under Title 49 of the Federal Regulations.]

1. Pre-Employment Testing

[Note: 49 Code of Federal Regulations section 382.301 details the requirements for pre-employment testing.]

a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

[Note: A school district is permitted, but not required, to conduct pre-employment testing for the use of alcohol. If a school district elects to require pre-employment testing for alcohol, it should include the bracketed text in Subparagraph a., above, and test all applicants uniformly.]

b. Tests shall be conducted only after the applicant has received a conditional offer of employment.

c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

[Note: The Federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible. 49 Code of Federal Regulations section 382.413 and 49 Code of Federal Regulations section 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a

record of those efforts to be retained in the driver's qualification file.]

d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

[Note: 49 Code of Federal Regulations section 382.303 governs post-accident testing of drivers.]

a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.

b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.

c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.

d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.

e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.

f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

[Note: 49 Code of Federal Regulations section 382.305 governs random testing of drivers.]

a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

[Note: The Federal Highway Administration (FHWA) set the random alcohol selection and testing rate at 10% of the average number of driver positions to 10% in 1998 and evaluates this minimum percentage each year. School districts can elect to stay at the 1998 level of 25% (or a higher percentage) if they do not want to monitor the minimum annual percentage rate set by the FHWA. The random controlled substances selection and testing rate has remained at 50% each year and has not been lowered to 25% as is possible under the regulations.]

b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.

c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made.

d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.

e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

[Note: 49 Code of Federal Regulations section 382.307 governs reasonable suspicion testing of drivers.]

a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty or within four (4) hours before coming on duty or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.

b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.

c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.

d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results

of the drug test are released, whichever is earlier.

[Note: 49 Code of Federal Regulations sections 382.309, 40.23(d), and 40.305 govern return-to-duty testing.]

5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.
The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.

[Note: 49 Code of Federal Regulations sections §§ 382.311, 40.307, and 40.309 govern follow-up testing.]

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

[Note: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 Code of Federal Regulations section 40.191, 40.261, and 382.211. They are more specifically addressed in 49 Code of Federal Regulations sections 382.501-382.507 and in 49 United States Code setion 521(b).]

a. A driver or driver applicant may refuse to submit to drug and alcohol testing.

b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.

d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

I. Testing Procedures

1. Drug Testing

[Note: The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection required by the DOT drug testing program. 49 Code of Federal Regulations section 40.45.]

a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.

b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to

discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.

d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.

f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:

(1) The donor expressly declines the opportunity to discuss the test results;

(2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or

(3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

[Note: The DOT Alcohol Testing Form (ATF) must be used for every

DOT alcohol test. 49 Code of Federal Regulations section 40.225]

a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

b. Any test result less than 0.02 alcohol concentration is considered a "negative" test.

c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.

d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.

e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

[Note: The limitation on discharge in Paragraph 2., below, is contained solely in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See Minnesota Statutes section 221.031, Subd. 10. Nevertheless, school districts may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district's legal counsel is recommended.]

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:

a. The school district has first given the employee an opportunity to

participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and

b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.

c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be [***name, address, telephone number***], which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes Chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

[Note: The federal recordkeeping requirements for school districts are detailed in the federal regulations 49 Code of Federal Regulations sections 382.401 et seq. and 40.331. The DOT publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver's license as part of its Alcohol & Drugs: DOT Compliance Manual.]

2. The required records shall be retained for the following minimum periods:

Basic records 5 years

"Basic records" includes records of: (a) alcohol test results with

concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
ALcohol and controlled substance collection procedures	2 years
Negative and cancelled controlled substance tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse (“Clearinghouse) as required under federal law, including:

a.The name of the person tested;

b. Any verified positive, adulterated, or substituted drug test result;

c. Any alcohol confirmation test with a BAC concentration of .04 or higher;

d. Any refusal to submit to any test required hereunder;

e. Any report by a supervisor of actual knowledge of use follows

i. Any on-duty alcohol use;

ii. Any pre-duty alcohol use;

iii. Any alcohol use following an accident; and

iv. Any controlled substance use.

f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;

g. Any negative return-to-duty test; and

h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

[Note: Subparagraphs b. and c., below, are based on the provisions of 49 Code of Federal Regulations section 40.289.]

b. If the school district offers a driver an opportunity to return to a DOT

safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

[Note: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:

b. The school district will offer a driver an opportunity to return to a DOT safety-sensitive duty following an employee's first positive test result on a confirmatory test if no reasons independent of the first test result for discharge exist. Otherwise, the school district may choose, but is not required, to provide an SAP evaluation or any subsequent recommended education or treatment.]

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statute sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

[Note: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in Minnesota Statutes sections181.950-181.957. See Minnesota Statues section221.031, Subd. 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains

no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.

2 The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.

3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.

4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

1. General Limitations

   a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory that meets one of the criteria listed in Minnesota. Statute section 181.953, subdivision1.

   b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

2. Job Applicant Testing

   The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer which is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

3. Random Testing

   The school district may request or require employees to undergo drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

4. Reasonable Suspicion Testing

   The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

   a. is under the influence of drugs or alcohol;

   b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;

c. has sustained a personal injury, as that term is defined in Minn. Stat. § 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or

d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

5. Treatment Program Testing

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

6. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statutes, including medical cannabis, regardless of enrollment in the state registry program.

2. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.

3. "Other Employees" means any persons, independent contractors, or

persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."

4. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.).

5. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes section 181.953, subdivision. 1.

6. "Random Selection Basis" means a mechanism for selection of employees that:

   a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and

   b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.

7. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

8. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

D. <u>Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal</u>

1. <u>Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing</u>

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of Section IV D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

4. Notice of and Right to Explain Positive Test Result

a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.

b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

c. The employee may present verification of enrollment in the medical cannabis patient registry as part of the employee's explanation.

d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.

b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota. Statutes section 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the

same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

   Attachments E and F to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:

   a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

   b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the

same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.

6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.

7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;

2. The sample must always be in the possession of, must always be in view

of, or must be placed in a secure area by a person authorized to handle the sample;

3. A sample must be accompanied by a written chain-of-custody record; and

4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statute Chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes Chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

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

Minn. Stat. Ch. 43A (State Personnel Management)

Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)

Minn. Stat. § 152.01 (Definitions)

Minn. Stat. § 152.22 (Definitions; Medical Cannabis)

Minn. Stat. § 152.23 (Limitations; Medical Cannabis)

Minn. Stat. § 152.32 (Protections for Registry Program Participation)

Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)

Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)

Minn. Stat. § 221.031 (Motor Carrier Rules)

49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)

49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)

49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)

49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

Cross-References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

417 CHEMICAL USE AND ABUSE

[Note: This policy reflects mandatory provisions of state and federal law and is not discretionary.]

I. PURPOSE

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

A. Use or possession of controlled substances, toxic substance, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.

B. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.

C. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

D. The school district shall establish a drug-free awareness program for its employees. .

[Note: School districts are required to establish a drug-free awareness program for school district employees pursuant to the Drug-Free Workplace Act. In addition,

state law requires that the written districtwide school discipline policy must include procedures for detecting and addressing chemical abuse problems of a student while on the school premises. Further, school districts are required to develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement if receiving funding under the federal Student Support and Academic Enrichment Grants law.]

III. DEFINITIONS

A. "Chemical abuse," as applied to students, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the minor's normal function in academic, school, or social activities is chronically impaired.

B. "Controlled substances," as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and "marijuana" as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, "controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.

C. "Drug prevention" means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.

D. "Teacher" means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians,

counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

IV. STUDENTS

A. Districtwide School Discipline Policy

Procedures for detecting and addressing chemical abuse problems of a student while on school premises are included in the districtwide school student discipline policy.

B. Programs and Activities

1. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.

2. As part of its drug-free programs, the school district may implement the drug abuse resistance education program (DARE) that enables peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.

C. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance

1. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse preassessment team, or staff member assigned duties similar to those of such a team, of this information.

[Note: School districts are not required to participate in a chemical abuse program or establish a chemical abuse preassessment team pursuant to state law. Schools are required to have procedures for detecting student chemical abuse and can obtain federal funding if they establish drug prevention, detection, intervention, and recovery support services. Thus, it is recommended that schools establish these programs and activities. For those schools that do not establish a chemical abuse preassessment team, those obligations could be assigned to a specified staff member such a school counselor or administrator.]

2. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56, and proposed for expulsion.

3. Searches by school district officials in connection with the use, possession, or transfer of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.

4. Nothing in paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

D. Preassessment Team

1. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team designated by the superintendent or designee. The team must be composed of classroom teachers, administrators, and to the extent they exist in the school, school nurse, school counselor or psychologist, social worker, chemical abuse specialist, and other appropriate professional staff. For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these duties to a designated school district employee.

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

E. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes section 13.32 and applicable federal law and regulations.

2. Destruction of Records

a. If the preassessment team decides not to provide a

student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.

b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.

c. Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding Minnesota Statutes section 138.163 (Preservation and Disposal of Public Records).

F. Consent

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

[Note: State law permits schools to provide these services to minor students without the consent of a parent. If, however, a school district provides these or other services pursuant to a grant received under the Student Support and Academic Enrichment Grants law, this funding could be jeopardized if the requirements of federal law, to obtain prior written, informed consent from the parent of each child who is under 18 years of age is not obtained.]

V. EMPLOYEES

A. The school district shall establish a drug-free awareness program to inform employees about:

1. The dangers of drug abuse in the workplace.

2. The school district's policy of maintaining a drug-free workplace.

3. Available drug counseling, rehabilitation, and employee assistance programs.

4. The penalties that may be imposed on employees for drug abuse violations.

B. The school district shall notify a federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction occurring in the workplace.

Legal References: Minn. Stat. § 13.32 (Educational Data)

Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)

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

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)

Minn. Stat. § 124D.695 (Approved Recovery Program Funding)

Minn. Stat. § 126C.44 (Safe Schools Levy)

Minn. Stat. § 138.163 (Preservation and Disposal of Public Records)

Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)

Minn. Stat. § 152.01 (Definitions)

Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)

Minn. Stat. § 152.22 (Definitions; Medical Cannabis)

Minn. Stat. § 152.23 (Limitations; Medical Cannabis)Minn. Stat. § 299A.33 (DARE Program)

Minn. Stat. § 466.07, subd. 1 (Indemnification Required)

Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)

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

20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants

20 U.S.C. § 5812 (National Education Goals)

20 U.S.C. § 7175 (Local Activities)

41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)

34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

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

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)

MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)

MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)

MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks,

Personal Possessions, and Student's Person)

MSBA/MASA Model Policy 506 (Student Discipline)

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

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, A. Use or possession of controlled substances, toxic substance, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.

B. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.

C. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

D. The school district shall establish a drug-free awareness program for its employees. .

[Note: School districts are required to establish a drug-free awareness program for school district employees pursuant to the Drug-Free Workplace Act. In addition, state law requires that the written districtwide school discipline policy must include procedures for detecting and addressing chemical abuse problems of a student while on the school premises. Further, school districts are required to develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement if receiving funding under the federal Student Support and Academic Enrichment Grants law.]

III. DEFINITIONS

A. “Chemical abuse,” as applied to students, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the minor’s normal function in academic, school, or social activities is chronically impaired.

B. “Controlled substances,” as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and “marijuana” as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, “controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.

C. “Drug prevention” means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.

D. “Teacher” means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

IV. STUDENTS

A. Districtwide School Discipline Policy

Procedures for detecting and addressing chemical abuse problems of a student while on school premises are included in the districtwide school student discipline policy.

B. Programs and Activities

1. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.

2. As part of its drug-free programs, the school district may implement the drug abuse resistance education program (DARE) that enables peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.

C. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance

1. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse preassessment team, or staff member assigned duties similar to those of such a team, of this information.

[Note: School districts are not required to participate in a chemical abuse program or establish a chemical abuse

preassessment team pursuant to state law. Schools are required to have procedures for detecting student chemical abuse and can obtain federal funding if they establish drug prevention, detection, intervention, and recovery support services. Thus, it is recommended that schools establish these programs and activities. For those schools that do not establish a chemical abuse preassessment team, those obligations could be assigned to a specified staff member such a school counselor or administrator.]

2. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56, and proposed for expulsion.

3. Searches by school district officials in connection with the use, possession, or transfer of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.

4. Nothing in paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

D. Preassessment Team

1. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team designated by the superintendent or designee. The team must be composed of classroom teachers, administrators, and to the extent they exist in the school, school nurse, school counselor or psychologist, social worker, chemical abuse specialist, and other appropriate professional staff. For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these

duties to a designated school district employee.

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

E. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes section 13.32 and applicable federal law and regulations.

2. Destruction of Records

a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.

b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months

after the student is no longer enrolled in the district.

c. Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding Minnesota Statutes section 138.163 (Preservation and Disposal of Public Records).

F. Consent

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

[Note: State law permits schools to provide these services to minor students without the consent of a parent. If, however, a school district provides these or other services pursuant to a grant received under the Student Support and Academic Enrichment Grants law, this funding could be jeopardized if the requirements of federal law, to obtain prior written, informed consent from the parent of each child who is under 18 years of age is not obtained.]

V. EMPLOYEES

A. The school district shall establish a drug-free awareness program to inform employees about:

1. The dangers of drug abuse in the workplace.

2. The school district's policy of maintaining a drug-free workplace.

3. Available drug counseling, rehabilitation, and employee

assistance programs.

4. The penalties that may be imposed on employees for drug abuse violations.

B. The school district shall notify a federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction occurring in the workplace.

Legal References: Minn. Stat. § 13.32 (Educational Data)

Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)

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

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)

Minn. Stat. § 124D.695 (Approved Recovery Program Funding)

Minn. Stat. § 126C.44 (Safe Schools Levy)

Minn. Stat. § 138.163 (Preservation and Disposal of Public Records)

Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)

Minn. Stat. § 152.01 (Definitions)

Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)

Minn. Stat. § 152.22 (Definitions; Medical Cannabis)

Minn. Stat. § 152.23 (Limitations; Medical Cannabis)Minn. Stat. § 299A.33 (DARE Program)

Minn. Stat. § 466.07, subd. 1 (Indemnification Required)

Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses;

Minimum Fines)

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

20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants

20 U.S.C. § 5812 (National Education Goals)

20 U.S.C. § 7175 (Local Activities)

41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)

34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

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

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)

MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)

MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)

MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

MSBA/MASA Model Policy 506 (Student Discipline)

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

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols,

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

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

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), or controlled substances in any school location.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.

C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.

D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by any route of administration.

E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; 2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the commissioner.

F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any

other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

H. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health.

I. "Use" includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

IV. EXCEPTIONS

A .A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, must comply with the school district's student medication policy.

[Note: School districts are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication in accordance with school district procedures."]

B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free

School policy and shall be required to acknowledge that he or she has received the policy.

[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 United States Code section 8103; 34 Code of Federal Regulations Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent.

F. No person is permitted to possess or use medical cannabis on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis.

G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids (including edible cannabinoid products),

2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

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

3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

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

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)Minn. Stat. § 152.22, subd. 6 (Definitions; Medical Cannabis)Minn. Stat. § 152.23 (Limitations; Medical Cannabis)Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)Minn. Stat. § 609.684 (Abuse of Toxic Substances)Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)21 U.S.C. § 812 (Schedules of Controlled Substances)41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of

School District Employees)MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)MSBA/MASA Model Policy 417 (Chemical Use and Abuse)MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)MSBA/MASA Model Policy 506 (Student Discipline)MSBA/MASA Model Policy 516 (Student Medication)

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. "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; nunchucks; 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.

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.

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, 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, section 624.714 or 624.715 or other firearms in accordance with Minnesota Statute, 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 Statute 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 INCIDENTS IN SCHOOL ZONES

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

Legal References: Minn. Stat. § 97B.045 (Transporting of Firearms)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
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. 149a) (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)

507 CORPORAL PUNISHMENT

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

I. PURPOSE

The purpose of this policy is to describe limitations on corporal punishment of students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district or charter school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

III. EXCEPTIONS

A teacher or school principal may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. Other school district employees, school bus drivers, or other agents of a school district may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

IV. 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. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

Cross References:
MSBA/MASA 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/MASA Model Policy 506 (Student Discipline)

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

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

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code section 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and Minnesota Rules parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for authorized recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the

period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, satellite, internet or other electronic communication technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

"Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

1. a student's social security number;

2. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

4. personally identifiable data which references religion, race, color, social position, or nationality; or

5. data collected from nonpublic school students, other than those who receive
shared time educational services, unless written consent is given by the student's parent or guardian.

[Note: This definition includes all of the types of information specifically referenced by state and federal law as directory information. A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is

not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality. Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]

E. Education Records

1. What constitutes "education records." Education records means those records which: (1) are directly related to a student; and (2) are maintained by the school district or by a party acting for the school district.

2. What does not constitute an education record. The term, "education records," does not include:

   a. Records of instructional personnel which:

      (1) are in the sole possession of the maker of the record; and

      (2) are not accessible or revealed to any other individual except a substitute teacher; and

      (3) are destroyed at the end of the school year.

   b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

      (1) maintained separately from education records;

      (2) maintained solely for law enforcement purposes; and

      (3) disclosed only to law enforcement officials of the same jurisdiction.

   c. Records relating to an individual, including a student, who is employed by the school district which:

      (1) are made and maintained in the normal course of business;

      (2) relate exclusively to the individual in that individual's

capacity as an employee; and

(3) are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records that only contain information about an individual after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education; or

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other direct identifiers, such as the student's date of birth, place of birth, and
mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant

circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *[designate title and actual name of individual]*.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

[Note: School districts may wish to reference police liaison officers in the definition of a "school official." Depending on the circumstances of the relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered "school officials" only when performing duties as a police liaison officer. Consultation with the school district's legal counsel is recommended.]

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student"

are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations section 99.31(a).

C. Disabled Students

The school district shall follow 34 Code of Federal Regulations sections, 300.610-300.617 with regard to the confidentiality of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of

the electronic consent; and

b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

a. in plain language;

b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information

may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes Chapter 256B or Minnesota Care under Minnesota Statutes Chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student,

except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

   a. performs an institutional service or function for which the school district would otherwise use employees;

   b. is under the direct control of the school district with respect to the use and maintenance of education records; and

   c. will not disclose the information to any other party without the prior
   consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code section 7917, *[insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota. Statutes section 260B.171, unless the data are required to be destroyed under Minnesota Statutes section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or

improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event
the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code section 2331, or a parent is a party to a court

proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer

immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

    b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

    The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly

supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minn. Stat. § 260B.171, Subd. 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minn. Stat. § 260B.171, Subd. 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as

otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action; or

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and
Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements.

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the

parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Classification

Directory information is public except as provided herein.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school district shall:

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about

the student and/or the parent as directory information; and

c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

[Note: Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is advisable to add a new paragraph VII.C.1.d. which specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and identify those parties and/or purposes. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]

2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

3. A parent or eligible student may not opt out of the directory information disclosures to:

   a. a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

   b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying

access to the parent and must
be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§ 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. § 626.556, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties,
such data shall be confidential and will not be made available to the parent or

the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minn. Stat. § 626.556, Subd. 11.

Regardless of whether a written report is made under Minn. Stat. § 626.556, Subd. 7, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minn. Stat. § 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

   a. a decision by the school district, or by the chief attorney for the

school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. § 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and

2. cannot be further disseminated to any other person except personnel of

the recruiting services of the armed forces.

C. A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority *[designate title of individual, i.e., building principal]* in writing by *[date]* each year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures
contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

   [Note: 42 United States Code section 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to

Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent

of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. United States COde section 2332b(g)(5)(B) or an act of domestic or international terrorism.

[Note: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. <u>Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student</u>

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

   b. the cost of the labor required to prepare the copies;

   c. any schedule of standard copying charges established by the school district in its normal course of operations;

   d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and

   e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested
information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under

Subdivision B. of this section shall:

a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes chapter14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means *[designate title and actual name of individual]*.

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the

U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the office of the superintendent.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Sharing Disposition Order and Peace Officer Records)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)

Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 Code of Federal Regulations part 106. These regulations, which went into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.

The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 Code of Federal Regulations section 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations].

I. GENERAL STATEMENT OF POLICY

A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

B. The school district prohibits sexual harassment that occurs within its

education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

[INSERT: NAME(S) TITLE(S) PHONE NUMBER(S) OFFICE ADDRESS(ES) EMAIL ADDRESS(ES)]

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).

D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution

may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);

2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code section 12291).

L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.

2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.

3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.

3. “Appellate Decision-maker” means a person who considers and

decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

4. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

[NOTE: It is recommended that school districts designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint or is otherwise not qualified under this policy to serve in that role in a particular case.]

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.

3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.

2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate

directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.

2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

[NOTE: The Title IX regulations require reasonably prompt timeframes for conclusion of the grievance process, but do not specify any particular timeframes. The time periods below are suggested. School districts may establish their own district-specific timeline, although it is recommended that legal counsel be consulted before adjusting time periods.]

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.

2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.

3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.

4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged

misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex

discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filling a formal complaint.

B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;

3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and

6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:

a. The school district undertakes an individualized safety and risk analysis;

b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and

c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

[NOTE: The interrelationship between the Title IX regulations authorizing the emergency removal of student and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. School districts should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that school districts provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.]

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. Informal Resolution OF A FORMAL COMPLAINT

A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.

B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.

C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.

D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. Dismissal of a Formal Complaint

A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:

1. Would not meet the definition of sexual harassment, even if proven;

2. Did not occur in the school district's education program or

activity; or

3. Did not occur against a person in the United States.

B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:

1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;

2. The respondent is no longer enrolled or employed by the school district; or

3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.

C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.

D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

[NOTE: For example, school districts are reminded of the obligation under Minnesota Statutes section 122A.20, subdivision 2, to make a mandatory report to the Minnesota Professional Educator Licensing and Standards Board concerning any teacher who resigns during the course of an investigation of misconduct.]

IX. INVESTIGATION OF A FORMAL COMPLAINT

A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known

parties.

C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.

D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. Determination Regarding Responsibility

[NOTE: The Title IX regulations do not require school districts to conduct live hearings as part of the decision-making phase of the grievance process. Accordingly, this Policy does not include procedures for a live hearing. If a school district desires to create such procedures, legal counsel should be consulted.]

A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

1. Identification of the allegations potentially constituting sexual harassment;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the school district's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and

6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

F. The written determination of responsibility must be provided to the parties simultaneously.

G. The Title IX Coordinator is responsible for the effective implementation of any remedies.

H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If notice of an appeal is timely received by the school district, the

school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.

D. The written decision describing the result of the appeal must be provided simultaneously to the parties.

E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. Retaliation prohibited

A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.

C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient

to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:

1. The Title IX definition of sexual harassment;

2. The scope of the school district's education program or activity;

3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;

4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and

6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.

B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.

B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to

parents, employees, students, unions, or applicants.

C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;

2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;

3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

[NOTE: School districts should consider amending their respective retention schedules to reflect the recordkeeping requirements discussed below].

A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:

1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;

2. The measures the school district has taken that are designed to

restore or preserve equal access to the school district's education program or activity; and

3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.

4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

B. The school district must also maintain for a period of seven calendar years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act")

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of

use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:

   a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

   b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

   c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

   d. information or materials that could cause damage or danger of disruption to the educational process;

   e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.

4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's

materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

(1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

(2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees

shall obtain written approval of the content of the postings from the building administrator.

c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," and "Reddit," and similar websites or applications.

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.

8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such

reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts which seek technology revenue pursuant to Minn. Stat. § 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]

ALTERNATIVE NO. 1

For a school district which does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under state law, Minn. Stat. § 125B.15.

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

[Note: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]

ALTERNATIVE NO. 2

Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.

A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.

B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

ALTERNATIVE NO. 3

School districts which receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy which contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.

A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

A. All users shall be notified of the school district policies relating to Internet use.

B. This notification shall include the following:

1. Notification that Internet use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:

a. Information stored on school district diskettes, hard drives, or servers.

b. Information retrieved through school district computers, networks, or online resources.

c. Personal property used to access school district computers, networks, or online resources.

d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

A. "Technology provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by

United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and

2.the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media,

without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. ___ , 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil

Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

529 STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

[Note: School districts are not required to adopt a policy regarding staff notification of violent behavior by students. State law does, however, require school districts to provide classroom teachers with notice of the placement of students with a history of violent behavior in their classrooms. Thus, school districts may decide the manner in which they provide such notice. In 2003, the Minnesota Legislature required a committee, including a representative from the Minnesota School Boards Association (MSBA), to develop a model policy for schools to notify staff about violent behavior by students. That model policy is available on the Minnesota Department of Administration's website. MSBA has modified the committee-developed policy for consistency with its other model policies and to reflect management perspectives. MSBA recommends this policy.]

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.

B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.

C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

A. Administration

"Administration" means the superintendent, building principal, or other designee.

B. Classroom Teacher

"Classroom Teacher" means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.

2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

"Incident(s) of violence" means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or the employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education; or

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

4. Perform a task directly related to responding to a request for data.

F. School Staff Member

"School Staff Member" includes:

1. A person duly elected to the school board;

2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;

3. A person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and

4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

[Note: School districts may wish to reference other school staff members such as paraprofessionals, bus drivers, occupational therapists, or police liaison officers in the definition of a "school staff member." However, the definition of a "school staff member" in this policy should be identical to the school district's definition of a "school official" in Policy 515, Protection and Privacy of Pupil Records.]

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including

information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;

2. Date of notice;

3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and

4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.

2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.

2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

VI. PARENTAL NOTICE

A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.

B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.

C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. TRAINING NEEDS

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.22, Subd. 7 (Compulsory Instruction)
Minn. Stat. § 121A.45 (Grounds for Dismissal)
Minn. Stat. § 121A.64 (Notification; Teachers' Legitimate Educational Interest)
Minn. Stat. § 121A.75 (Receipt of Record; Sharing)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)
Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, § 53

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

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

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

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

III. DEFINITIONS

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

A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.

E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.

F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.

G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. <u>Removal By Crisis Team</u>

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or

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

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

B. Removal By Police Liaison Officer or Peace Officer

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

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

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

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

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

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

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

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;

2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;

3. Totally or partially restricting a child's senses as punishment;

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

5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;

6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;

7. Withholding regularly scheduled meals or water; and/or

8. Denying a child access to toilet facilities.

D. Parental Notification

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

E. Continued Removals; Review of IEP

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

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

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

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October15 of each year, districts must report in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67 (Removal by Police Officer)
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial

Authorities)

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

535 SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. "Work or tasks" are those functions performed by a service animal.

2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or

tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school- sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.

B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

1. Is the service animal required because of a disability; and

2. What work or tasks is the service animal trained to perform.

C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.

D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

A. The service animal must be required for the individual with a disability.

B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.

C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

D. The service animal must be housebroken.

E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.

F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.

G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.

H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.

B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.

C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:

1. Any of the requirements described in Part V., above, are not met.

2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;

3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or

4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.

B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;

B. Whether the handler has sufficient control of the miniature horse;

C. Whether the miniature horse is housebroken; and

D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.

B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations)
Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross References: MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

PINE RIVER-BACKUS SCHOOLS

Preliminary 2023-24 Budget

Pine River-Backus Schools ISD 2174
P.O. Box 610
401 Murray Avenue
Pine River, MN 56474
(218) 587-4720

PINE RIVER-BACKUS SCHOOLS
PRELIMINARY 2023-24 BUDGET

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PINE RIVER-BACKUS SCHOOLS
PRELIMINARY 2023-24 BUDGET
GENERAL BUDGET NOTES

General Budget Notes

In accordance with Minnesota Statues, an expenditure budget must be in place prior to the beginning of the fiscal year in order to spend funds. Budgets are prepared for District funds on the same basis and using the same accounting practices as are used to account and prepare financial reports for the funds.

Legal Compliance for Budgets

1. The Superintendent shall submit to the School Board a proposed operating budget for the fiscal year commencing July 1, 2023. The operating budget includes proposed expenditures and revenues for all funds of the District.
2. The budget will be legally enacted through a School Board resolution as of July 1, 2023.
3. The School Board may authorize transfer of budgeted amounts between funds.
4. Formal budgetary integration is employed as a management control device during the year for General and Special Revenue Funds. Formal budgetary integration is not employed for the Debt Service Fund as effective budgetary control is alternatively achieved through general obligation bond indenture provisions. Budgetary controls are not employed for the Fiduciary Funds.
5. General and Special Revenue Funds expenditures may not legally exceed budgeted appropriation at the total fund level without School Board approval. Monitoring of budgets is maintained at the expenditure category level.

Financial Statements

This budget should be reviewed in conjunction with the District Financial Statements and Independent Auditor's Report. Government Auditing Standards issued by the Comptroller General of the United States require that the district financial statements and internal controls over financial reporting be audited annually. A copy of the most recent audit report is located on the District website at https://prbschools.org/business/.

General Fund (Fund 01)

Operating Capital and Transportation - The portions of General Education relating to operating capital and transportation are reduced from the General Fund and budgeted separately in local funds set up specifically for Transportation and Operating Capital. Revenue transfers are accommodated through transfers of state aid.

Staff Development Setaside – As required by the State of Minnesota 2% of general basic aid revenue will be setaside for Staff Development and reserved in a fund balance designated for Staff Development uses. Any deficit in this fund balance is covered by the General Unreserved Fund Balance. The district has chosen to allocate 2.3% of all teacher salaries and benefits (not including Special Education or Title teachers) to the Staff Development Budget.

Food Service Fund (Fund 02)

USDA regulations limit the Food Service fund balance to six months of cash operating reserve. Should the fund be in excess of the limit, the school district is required to spend the funds to a) improve meals, b) reduce meal prices, or c) purchase equipment. The excess cash balance must be spent down or the funds are returned to the state. The estimated June 30, 2024, fund balance is projected to be below the limit.

Transportation Fund (Fund 03)

Transportation budget is locally kept separate from the General Fund for everything except official reporting to the Minnesota Department of Education.

Community Service Fund (Fund 04)

Neither ECFE nor School Readiness can end the fiscal year with a deficit fund balance, so any expenditure in excess of revenue in this funding category must be covered by the Reserve for Community Education. Community Education is allowed to go to deficit; however, if future revenues cannot eliminate the deficit a transfer from the General Fund is needed.

Pine River-Backus Schools was approved for funding through the state's Voluntary PreK program. This program collects revenue in the General Fund but books expenses through Community Education's School Readiness budget. At year end, a transfer is made from the General Fund to Community Service to cover any projected deficits in School Readiness.

Operating Capital Fund (Fund 05)

Operating Capital is locally kept separate from the General Fund for everything except official reporting to the Minnesota Department of Education.

The Reserve for Operating Capital fund balance cannot go into deficit without pre-approval by the Minnesota Department of Education. If a deficit does exist in this reserve as of June 30, 2023, the district will be required to file a corrective action plan to return the fund balance to zero or a positive number.

Building Construction Fund (Fund 06)

The Building Construction Fund accounts for the acquisition or construction of major capital assets generally financed through the issuance of general long-term debt.

Debt Redemption Fund (Fund 07)

The Debt Redemption Fund accounts for the accumulation of resources for, and the payment of general long-term debt principal, interest, and related costs. The school district currently has debt on school building bonds issued as the result of favorable elections for the construction of school facilities. The district also has debt on general obligation capital facilities bonds issued through Qualified Zone Academy Bonds (QZAB).

A Qualified Zone Academy Bond, Series 2009A, was issued September 3, 2009, with a face value of $895,000. Fifteen annual installments of $48,121.09 payable from September 3, 2010, to September 3, 2024, are placed in an escrow account. The balance of which earns 3.00% interest. All installments and interest will be paid in full on September 3, 2024.

The General Obligation Refunding Bonds, Series 2017A, were issued March 7, 2017, with a face value of $1,985,000. Payments are due in annual installments of $160,123.75 to $164,800, through February 1, 2032; interest rates are 2.00%-3.00%.

PINE RIVER-BACKUS SCHOOLS
PRELIMINARY 2023-24 BUDGET
GENERAL BUDGET NOTES

The General Obligation Facilities Maintenance and Capital Facilities Bonds, Series 2020A, were issued June 11, 2020, with a face value of $500,000. Payments are due in annual installments of $55,000 to $56,100, through February 1, 2031; interest rate is 2.00%.

The General Obligation Refunding Bonds, Series 2020B, were issued November 12, 2020, with a face value of $2,570,000. Bond issued as a refunding payoff of GO Bond 2012. Payments are due in annual installments of $256,648 to $263,510, through February 1, 2032; interest rates are 1.35%-3.00%.

Scholarship Fund (Fund 08)

The District is the trustee, or fiduciary, for assets that belong to others. The District is responsible for ensuring that the assets that are reported in this fund are used only for their intended purposes and by those to whom the assets belong.

If an awarded scholarship is not claimed within the required time period or the claim does not meet scholarship payment criteria the proceeds shall be distributed to new recipients in a subsequent award cycle.

Student Activity Account (Fund 20)

Student Activity Accounts are under school board control and are reported in the same manner as all other district funds. These funds will be reported under the General Fund for auditing purposes and reporting to the State of Minnesota.

PINE RIVER-BACKUS SCHOOLS
PRELIMINARY 2023-24 BUDGET
BUDGET SUMMARY

REVENUES	REVISED 22-22 BUDGET	PRELIM 22-23 BUDGET	$ CHANGE	% CHANGE
Fund 01-General	$ 10,342,651	$ 11,979,653	$ 1,637,002	15.8%
Fund 02- Food Service	$ 619,064	$ 592,050	$ (27,014)	-4.4%
Fund 03-Transportation	$ 786,474	$ 818,345	$ 31,871	4.1%
Fund 04-Community Education	$ 342,543	$ 353,200	$ 10,657	3.1%
Fund 05-Operating Capital	$ 845,839	$ 628,853	$ (216,986)	-25.7%
Fund 06-Building Construction	$ -	$ -	$ -	NA
Fund 07-Debt Service	$ 628,572	$ 628,930	$ 358	0.1%
Fund 08-Trust/Scholarships	$ 34,310	$ 34,310	$ -	0.0%
TOTAL	**$ 13,599,453**	**$ 15,035,341**	**$ 1,435,888**	**10.6%**

EXPENSES	REVISED 22-22 BUDGET	PRELIM 22-23 BUDGET	$ CHANGE	% CHANGE
Fund 01-General	$ 11,122,611	$ 11,053,288	$ (69,323)	-0.6%
Fund 02- Food Service	$ 609,157	$ 657,534	$ 48,377	7.9%
Fund 03-Transportation	$ 875,493	$ 921,065	$ 45,572	5.2%
Fund 04-Community Education	$ 415,454	$ 426,562	$ 11,108	2.7%
Fund 05-Operating Capital	$ 623,115	$ 2,092,112	$ 1,468,997	235.8%
Fund 06-Building Construction	$ -	$ -	$ -	NA
Fund 07-Debt Service	$ 532,711	$ 529,634	$ (3,077)	-0.6%
Fund 08-Trust/Scholarships	$ 53,850	$ 73,500	$ 19,650	36.5%
TOTAL	**$ 14,232,391**	**$ 15,753,695**	**$ 1,521,304**	**10.7%**

PINE RIVER-BACKUS SCHOOLS
PRELIMINARY 2023-24 BUDGET
FUND BALANCE PROJECTION

REVISED	PROJECTED BEGIN BALANCE	2023-24 BUDGETED REVENUES	2023-24 BUDGETED EXPENSES	FUND BALANCE TRANSFERS	INCREASE / (DECREASE)	PROJECTED END BALANCE
GENERAL FUND	$ 2,648,364	$ 11,979,653	$ 11,053,288	$ (1,042,399)	$ (116,034)	$ 2,532,331
FOOD SERVICE FUND	$ 309,437	$ 592,050	$ 657,534	$ -	$ (65,484)	$ 243,953
TRANSPORTATION FUND	$ -	$ 818,345	$ 921,065	$ 102,720	$ -	$ -
COMMUNITY SERVICE FUND	$ 65,232	$ 353,200	$ 426,562	$ -	$ (73,362)	$ (8,130)
CAPITAL FUND	$ 523,580	$ 628,853	$ 2,092,112	$ 939,679	$ (523,580)	$ -
BUILDING FUND	$ -	$ -	$ -	$ -	$ -	$ -
DEBT REDEMPTION FUND	$ 848,433	$ 628,930	$ 529,634	$ -	$ 99,296	$ 947,729
SCHOLARSHIP FUND	$ 423,584	$ 34,310	$ 73,500	$ -	$ (39,190)	$ 384,394
TOTAL	$ 4,818,631	$ 15,035,341	$ 15,753,695	$ -	$ (718,354)	$ 4,100,277

NOTE:

Beginning fund balances are projected year-end numbers from the 2022-2023 budget cycle. Transfers from the General Fund to others include $102,720 to Transportation to cover fund balance deficits and $939,679 to Capital for expenses on the Health Services Addition/DCD classroom remodel also covered through Federal Funds.

Projected June 30, 2024, General Fund balance is $2,532,331 or 22.9% of General Fund expenses.

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND REVENUE SUMMARY
PRELIMINARY 2023-24 BUDGET

GENERAL FUND REVENUE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
GENERAL REVENUES				
LOCAL REVENUES	$ 1,250,639	$ 1,099,225	$ (151,414)	-12.1%
STATE REVENUES	$ 7,362,469	$ 7,878,031	$ 515,562	7.0%
FEDERAL REVENUES	$ 915,758	$ 1,341,405	$ 425,647	46.5%
ELEMENTARY REVENUES	$ 415,698	$ 862,136	$ 446,438	107.4%
SECONDARY REVENUES	$ 220,050	$ 536,448	$ 316,398	143.8%
ALC REVENUES	$ 178,037	$ 262,408	$ 84,371	47.4%
			$ -	NA
TOTAL GENERAL FUND REVENUE	$ 10,342,651	$ 11,979,653	$ 1,637,002	15.8%

NOTES:

General Fund Revenues increase $1,637,002 or 15.8% from Revised 2022-23 Budget figures.

Local Revenues increase $151,414 in Levy funds.

State Revenues increase $515,562 due to an increase in General Education Aid and Special Education Aid.

State Compensatory Funding is calcuated on the number of students qualifying for free/reduced lunch status in the previous school year. October 2022 lunch applications fund Compensatory 2023-24. Total increase in overall Compensatory is $900,131.

Federal Revenues have been adusted to preliminary allocations in Title programs for an increase of $4,164. The district has chosen to transfer the FY2024 Title IV allocation to Title I to cover math/reading support costs.

Federal COVID Funding has been increased by $421,483 for the Preliminary 2023-24 Budget. Budgeted revenues offset expenses planned for the General Fund and Operating Capital Fund. The budget assumes all Federal COVID Funding is expended by the June 30, 2024.

ALC Revenues are driven by the students enrolled in each of the programs.

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND REVENUE DETAIL
PRELIMINARY 2023-24 BUDGET

GENERAL FUND REVENUES	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
GENERAL DISTRICT REVENUES				
LOCAL REVENUES - GENERAL				
MAIN LEVY	$ 762,590	$ 618,797	$ (143,793)	-18.9%
MAIN LEVY-CAREER LEVY	$ 51,275	$ 47,598	$ (3,677)	-7.2%
SAFE SCHOOLS / CRIME LEVY	$ 36,824	$ 32,880	$ (3,944)	-10.7%
CO APPORTIONMENT	$ 40,000	$ 40,000	$ -	0.0%
MISC LOCAL TAX FEES	$ 150,000	$ 150,000	$ -	0.0%
MEDICAL ASSISTANCE FROM DHS - NON SPED	$ 40,000	$ 40,000	$ -	0.0%
INTEREST EARNINGS	$ 100,000	$ 100,000	$ -	0.0%
GRANT - SOCIAL SERVICES	$ 35,000	$ 35,000	$ -	0.0%
MISC LOCAL REVENUES	$ 5,000	$ 5,000	$ -	0.0%
SEASON TICKETS	$ 4,650	$ 4,650	$ -	0.0%
FEES - SPORTS	$ 18,000	$ 18,000	$ -	0.0%
OTHER EXTRA-CURRICULAR REVENUES	$ 2,500	$ 2,500	$ -	0.0%
OTHER REVENUES - GENERAL				
VENDING - MACHINE 1 & 2	$ 3,500	$ 3,500	$ -	0.0%
VENDING - MACHINE 4	$ 500	$ 500	$ -	0.0%
VENDING - MACHINE 5	$ 800	$ 800	$ -	0.0%
STATE REVENUES - GENERAL				
ENDOW FUND APPORT	$ 39,695	$ 41,737	$ 2,042	5.1%
GENERAL EDUCATION AID	$ 5,487,256	$ 5,609,203	$ 121,947	2.2%
LITERACY INCENTIVE AID	$ 40,083	$ 40,083	$ -	0.0%
SPECIAL ED REVENUES	$ 1,413,064	$ 1,800,704	$ 387,640	27.4%
TRA/PERA SPECIAL FUNDING STATE	$ 30,000	$ 30,000	$ -	0.0%
LEARNING AND DEVELOPMENT	$ 183,626	$ 183,369	$ (257)	-0.1%
GIFTED AND TALENTED	$ 12,478	$ 12,388	$ (90)	-0.7%
STAFF DEVELOPMENT - DISTRICT WIDE	$ 131,756	$ 136,036	$ 4,280	3.2%
DISPARITY REDUCTION AID	$ 356	$ 356	$ -	0.0%
HMSTD & AG MKT VALUE CREDIT	$ 4,155	$ 4,155	$ -	0.0%
OTHER AID FROM MDCFL	$ 20,000	$ 20,000	$ -	0.0%
FEDERAL REVENUES - GENERAL				
TITLE I	$ 283,005	$ 313,713	$ 30,708	10.9%
TITLE I - PRIOR YEAR	$ 5,044	$ -	$ (5,044)	-100.0%
TITLE II, PART A	$ 59,543	$ 38,043	$ (21,500)	-36.1%
TITLE II, PART A - PRIOR YEAR	$ -	$ -	$ -	NA
FEDERAL STIMULUS REVENUE				
SPED FEDERAL FUNDING ELEM	$ 35,000	$ 35,000	$ -	0.0%
SPED FEDERAL FUNDING HS	$ 20,000	$ 15,000	$ (5,000)	-25.0%
ESSER II (FY2022)	$ 38,015	$ -	$ (38,015)	-100.0%
ESSER III 90% - 2nd PRIOR YEAR	$ 326,115	$ -	$ (326,115)	-100.0%
ESSER III 90% - 3rd PRIOR YEAR	$ -	$ 723,944	$ 723,944	NA
ESSER III - 2nd PRIOR YEAR	$ 111,204	$ -	$ (111,204)	-100.0%
ESSER III - 3rd PRIOR YEAR	$ -	$ 215,705	$ 215,705	NA
COVID TESTING GRANT	$ 6,802	$ -	$ (6,802)	-100.0%
PANDEMIC ENROLLMENT LOSS (FY2023)	$ 31,030	$ -	$ (31,030)	-100.0%
TOTAL GENERAL DISTRICT REVENUES	$ 9,528,866	$ 10,318,661	$ 789,795	8.3%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND REVENUE DETAIL
PRELIMINARY 2023-24 BUDGET

GENERAL FUND REVENUES	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
ELEMENTARY REVENUES				
STATE REVENUES - ELEMENTARY				
GENERAL EDUCATION AID - COMPENSATORY	$ 401,500	$ 847,938	$ 446,438	111.2%
LEP AID - ELEMENTARY	$ 14,198	$ 14,198	$ -	0.0%
TOTAL ELEMENTARY REVENUES	$ 415,698	$ 862,136	$ 446,438	107.4%
SECONDARY REVENUES				
LOCAL REVENUES - SECONDARY				
GIFTS - ROBOTICS	$ 5,000	$ 5,000	$ -	0.0%
GATE - FOOTBALL	$ 4,200	$ 5,000	$ 800	19.0%
GATE - BOYS BASKETBALL	$ 4,800	$ 4,800	$ -	0.0%
GATE - WRESTLING	$ 2,000	$ 2,000	$ -	0.0%
GATE - GIRLS BASKETBALL	$ 2,800	$ 2,800	$ -	0.0%
GATE - VOLLEYBALL	$ 3,000	$ 3,000	$ -	0.0%
MISC AD REVENUES	$ 10,000	$ 10,000	$ -	0.0%
FEES - CO-OP WRESTLING	$ 10,000	$ 10,000	$ -	0.0%
STATE REVENUES - SECONDARY				
GENERAL EDUCATION AID - COMPENSATORY	$ 178,250	$ 493,848	$ 315,598	177.1%
TOTAL SECONDARY REVENUES	$ 220,050	$ 536,448	$ 316,398	143.8%
ALC REVENUES				
STATE REVENUES - ALC				
GENERAL EDUCATION AID	$ 159,724	$ 165,000	$ 5,276	3.3%
GENERAL EDUCATION AID - COMPENSATORY	$ 18,313	$ 97,408	$ 79,095	431.9%
TOTAL ALC REVENUES	$ 178,037	$ 262,408	$ 84,371	47.4%
TOTAL GENERAL FUND REVENUES	$ 10,342,651	$ 11,979,653	$ 1,637,002	15.8%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

GENERAL FUND EXPENSE SUMMARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
DISTRICTWIDE EXPENSE	$ 2,842,998	$ 2,470,699	$ (372,299)	-13.1%
PINE RIVER-BACKUS ELEMENTARY EXPENSE	$ 4,163,495	$ 4,274,518	$ 111,023	2.7%
PINE RIVER-BACKUS SECONDARY EXPENSE	$ 3,677,779	$ 3,862,454	$ 184,675	5.0%
AREA LEARNING CENTER EXPENSE	$ 438,339	$ 445,617	$ 7,278	1.7%
GENERAL FUND TOTAL	$ 11,122,611	$ 11,053,288	$ (69,323)	-0.6%

NOTES:

General Fund expenses decrease $69,323 or 0.6% overall. Detailed changes are discussed on the following pages.

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - DISTRICT LEVEL EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

DISTRICT LEVEL	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SCHOOL BOARD	$ 51,643	$ 50,643	$ (1,000)	-1.9%
SUPERINTENDENT	$ 178,232	$ 186,753	$ 8,521	4.8%
FEDERAL CORONAVIRUS EXPENSES	$ 6,802	$ -	$ (6,802)	-100.0%
PRB NEWSLETTER	$ 5,000	$ 5,000	$ -	0.0%
BUSINESS SERVICES	$ 236,844	$ 255,143	$ 18,299	7.7%
DATA PROCESSING	$ 30,800	$ 30,800	$ -	0.0%
LEGAL SERVICES	$ 15,000	$ 30,000	$ 15,000	100.0%
SCHOOL ELECTIONS	$ 15,000	$ 15,000	$ -	0.0%
TITLE IV - SAFE & SUPPORTIVE SCHOOLS	$ -	$ -	$ -	NA
CURRICULUM COORDINATOR	$ 111,204	$ 112,915	$ 1,711	1.5%
STAFF DEVELOPMENT - DISTRICT SETASIDE	$ 140,416	$ 136,102	$ (4,314)	-3.1%
SPECIAL EDUCATION - DISTRICTWIDE	$ 163,500	$ 163,500	$ -	0.0%
TECHNOLOGY	$ 147,728	$ 152,187	$ 4,459	3.0%
DISTRICTWIDE COPY CENTER	$ 30,730	$ 30,730	$ -	0.0%
OPERATIONS & MAINTENANCE	$ 1,019,981	$ 1,042,926	$ 22,945	2.2%
SAFE SCHOOLS LEVY	$ 46,486	$ 46,486	$ -	0.0%
PROPERTY/OTHER INSURANCE	$ 77,632	$ 81,514	$ 3,882	5.0%
OTHER NON-RECURRING ITEMS	$ 545,000	$ 110,000	$ (435,000)	-79.8%
TUITION EXPENSES	$ 21,000	$ 21,000	$ -	0.0%
DISTRICTWIDE TOTALS	2,842,998	2,470,699	$ (372,299)	-13.1%

NOTES:

District Level expenses decrease $372,299 or 13.1% overall. Salary/benefits account for an overall increase of $56,021.

The budget for Legal Counsel Services has been increased $15,000 to cover projected costs. Property Insurance and Workers Comp Insurance are anticipated to increase 5% in all funds. Total increase to the Districtwide budget is $4,056. Actual amounts will be updated on receipt of final quotes.

Transfers are made from the General Fund to other district funds to cover various expenses or deficits when needed. A transfer of $110,000 is made from the General Fund to the Community Service fund to cover Voluntary PreK expenses. The funds for this program are received in General state aid but expenses are booked to ECFE / School Readiness.

Construction plans have been approved for a Health Services Addition to the main building as well as a remodel of the Elementary DCD Classroom. The Revised 2022-23 Budget included a $435,000 transfer from the General Fund to a Committed for Construction account. No such transfer is anticipated for the Preliminary 2023-24 Budget.

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - DISTRICT LEVEL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

DISTRICT LEVEL	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SCHOOL BOARD				
EXECUTIVE SALARY	$ 28,425	$ 28,425	$ -	0.0%
FICA/MEDICARE	$ 1,940	$ 1,940	$ -	0.0%
PERA	$ 195	$ 195	$ -	0.0%
GROUP LIFE INSURANCE	$ 246	$ 246	$ -	0.0%
FEES FOR SERVICES	$ 7,000	$ 7,000	$ -	0.0%
TRAVEL	$ 2,100	$ 2,100	$ -	0.0%
GENERAL SUPPLIES	$ 500	$ 500	$ -	0.0%
DUES	$ 10,237	$ 10,237	$ -	0.0%
GENERAL SUPPLIES-CATCH THE PRIDE	$ 1,000	$ -	$ (1,000)	-100.0%
TOTAL	$ 51,643	$ 50,643	$ (1,000)	-1.9%
SUPERINTENDENT				
EXECUTIVE SALARY	$ 132,926	$ 139,572	$ 6,646	5.0%
FICA/MEDICARE	$ 9,436	$ 10,677	$ 1,241	13.2%
TRA	$ 11,365	$ 12,213	$ 848	7.5%
GROUP HEALTH	$ 18,000	$ 18,000	$ -	0.0%
GROUP LIFE INSURANCE	$ 87	$ 87	$ -	0.0%
TSA MATCH	$ 3,250	$ 3,250	$ -	0.0%
WORK COMP INS	$ 716	$ 752	$ 36	5.0%
FEES FOR SERVICES	$ 250	$ -	$ (250)	-100.0%
BUSINESS TRAVEL	$ 2,500	$ 2,500	$ -	0.0%
GENERAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
DUES & MEMBERSHIP	$ 2,402	$ 2,402	$ -	0.0%
ALC INDIRECT CHARGEBACK	$ (3,700)	$ (3,700)	$ -	0.0%
TOTAL	$ 178,232	$ 186,753	$ 8,521	4.8%
FEDERAL CORONAVIRUS EXPENSES				
MN COVID TESTING NURSE	$ 6,802	$ -	$ (6,802)	-100.0%
TOTAL	$ 6,802	$ -	$ (6,802)	-100.0%
PR-B NEWSLETTER				
FEES FOR SERVICES	$ 5,000	$ 5,000	$ -	0.0%
TOTAL	$ 5,000	$ 5,000	$ -	0.0%
BUSINESS SERVICES				
EXECUTIVE SALARY	$ 77,051	$ 80,903	$ 3,852	5.0%
NON INSTRUCTIONAL SUPPORT	$ 71,804	$ 82,565	$ 10,761	15.0%
FICA/MEDICARE	$ 11,399	$ 12,245	$ 846	7.4%
PERA	$ 11,509	$ 12,260	$ 751	6.5%
GROUP HEALTH	$ 18,018	$ 19,968	$ 1,950	10.8%
GROUP LIFE INSURANCE	$ 91	$ 91	$ -	0.0%
TSA MATCH	$ 5,000	$ 5,100	$ 100	2.0%
WORK COMP INS	$ 786	$ 825	$ 39	5.0%
FEES FOR SERVICES	$ 38,500	$ 38,500	$ -	0.0%
POSTAGE	$ 3,000	$ 3,000	$ -	0.0%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - DISTRICT LEVEL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

DISTRICT LEVEL	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
BUSINESS SERVICES (Continued)			$ -	NA
TRAVEL	$ 1,500	$ 1,500	$ -	0.0%
GENERAL SUPPLIES	$ 2,000	$ 2,000	$ -	0.0%
DUES	$ 220	$ 220	$ -	0.0%
ALC INDIRECT CHARGEBACK	$ (4,034)	$ (4,034)	$ -	0.0%
TOTAL	$ 236,844	$ 255,143	$ 18,299	7.7%
DATA PROCESSING				
FEES FOR SERVICES	$ 3,000	$ 3,000	$ -	0.0%
DATA PROCESSING SERVICES	$ 20,000	$ 20,000	$ -	0.0%
DATA PROCESSING ENTRY	$ 6,300	$ 6,300	$ -	0.0%
DUES/MEMBERSHIPS	$ 1,500	$ 1,500	$ -	0.0%
TOTAL	$ 30,800	$ 30,800	$ -	0.0%
LEGAL SERVICES				
FEES FOR SERVICES	$ 15,000	$ 30,000	$ 15,000	100.0%
TOTAL	$ 15,000	$ 30,000	$ 15,000	100.0%
SCHOOL ELECTIONS				
FEES FOR SERVICES	$ 15,000	$ 15,000	$ -	0.0%
TOTAL	$ 15,000	$ 15,000	$ -	0.0%
CURRICULUM COORDINATOR				
COORDINATOR SALARY	$ 88,745	$ -	$ (88,745)	-100.0%
FICA/MEDICARE	$ 6,080	$ -	$ (6,080)	-100.0%
TRA	$ 7,588	$ -	$ (7,588)	-100.0%
GROUP HEALTH	$ 7,706	$ -	$ (7,706)	-100.0%
GROUP LIFE INSURANCE	$ 35	$ -	$ (35)	-100.0%
TSA MATCH	$ 300	$ -	$ (300)	-100.0%
SUPPLIES	$ 750	$ -	$ (750)	-100.0%
Pandemic Learning Loss - COORD SALARY	$ -	$ 90,100	$ 90,100	NA
Pandemic Learning Loss - FICA/MEDICARE	$ -	$ 6,892	$ 6,892	NA
Pandemic Learning Loss - TRA	$ -	$ 7,883	$ 7,883	NA
Pandemic Learning Loss - GROUP HEALTH	$ -	$ 7,705	$ 7,705	NA
Pandemic Learning Loss - GROUP LIFE INS	$ -	$ 35	$ 35	NA
Pandemic Learning Loss - TSA MATCH	$ -	$ 300	$ 300	NA
TOTAL	$ 111,204	$ 112,915	$ 1,711	1.5%
STAFF DEVELOPMENT - DISTRICTWIDE USES				
SALARY	$ 80,070	$ 79,690	$ (380)	-0.5%
EXT TIME	$ 8,301	$ 8,301	$ -	0.0%
FICA/MEDICARE	$ 6,595	$ 6,381	$ (214)	-3.2%
PERA	$ 102	$ -	$ (102)	-100.0%
TRA	$ 7,365	$ 7,316	$ (49)	-0.7%
HEALTH INSURANCE	$ 7,766	$ 8,179	$ 413	5.3%
GROUP LIFE INSURANCE	$ 45	$ 45	$ -	0.0%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - DISTRICT LEVEL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

DISTRICT LEVEL	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
STAFF DEVELOPMENT - DISTRICTWIDE USES (Continued)				
TSA MATCH	$ 672	$ 690	$ 18	2.7%
FEES FOR SERVICES	$ 16,500	$ 13,000	$ (3,500)	-21.2%
INTERDEPARTMENT SERVICES - TRANSPORT	$ 500	$ 500	$ -	0.0%
BUSINESS TRAVEL	$ 7,500	$ 7,500	$ -	0.0%
TUITION	$ 3,000	$ 2,500	$ (500)	-16.7%
SUPPLIES	$ 2,000	$ 2,000	$ -	0.0%
TOTAL	$ 140,416	$ 136,102	$ (4,314)	-3.1%
SPECIAL EDUCATION DISTRICTWIDE				
COST SHARE NO REIMB PMT TO MN DIST	$ 4,500	$ 4,500	$ -	0.0%
ECSE - SP ED SALARY PURCH OTHER DIST	$ 15,000	$ 15,000	$ -	0.0%
COST SHARE AGG REIMB PMT TO MN DIST	$ 40,000	$ 40,000	$ -	0.0%
AGG - SP ED SALARY PURCH OTHER DIST	$ 100,000	$ 100,000	$ -	0.0%
AGG - PURCHASED SERVICES	$ 4,000	$ 4,000	$ -	0.0%
TOTAL	$ 163,500	$ 163,500	$ -	0.0%
TECHNOLOGY				
EXECUTIVE SALARIES	$ 79,918	$ 83,913	$ 3,995	5.0%
NON INSTRUCTIONAL SUPPORT	$ 1,600	$ 1,600	$ -	0.0%
FICA/MEDICARE	$ 6,020	$ 6,276	$ 256	4.3%
PERA	$ 6,085	$ 6,293	$ 208	3.4%
GROUP HEALTH	$ 7,705	$ 7,705	$ -	0.0%
GROUP LIFE INSURANCE	$ 35	$ 35	$ -	0.0%
TECH REPAIRS/SERVICES	$ 6,000	$ 6,000	$ -	0.0%
SOFTWARE/LICENSES NON-INST	$ 10,000	$ 10,000	$ -	0.0%
SOFTWARE/LICENSES INSTRUCTIONAL	$ 12,365	$ 12,365	$ -	0.0%
NON-INST TECH SUPPLIES	$ 7,000	$ 7,000	$ -	0.0%
INSTRUCTIONAL TECH SUPPLIES	$ 5,000	$ 5,000	$ -	0.0%
NON-INST TECH DEVICES	$ 6,000	$ 6,000	$ -	0.0%
TOTAL	$ 147,728	$ 152,187	$ 4,459	3.0%
DISTRICTWIDE COPY CENTER				
REPAIRS & MAINT	$ 12,230	$ 12,230	$ -	0.0%
GENERAL SUPPLIES	$ 18,500	$ 18,500	$ -	0.0%
TOTAL	$ 30,730	$ 30,730	$ -	0.0%
OPERATIONS & MAINTENANCE				
EXECUTIVE SALARIES	$ 71,816	$ 75,406	$ 3,590	5.0%
NON INSTRUCTIONAL SUPPORT	$ 315,579	$ 324,102	$ 8,523	2.7%
FICA/MEDICARE	$ 27,865	$ 30,460	$ 2,595	9.3%
PERA	$ 26,800	$ 29,963	$ 3,163	11.8%
GROUP HEALTH	$ 47,174	$ 51,610	$ 4,436	9.4%
GROUP LIFE INSURANCE	$ 271	$ 270	$ (1)	-0.4%
TSA MATCH	$ 3,000	$ 3,000	$ -	0.0%
WORK COMP INS	$ 1,970	$ 2,069	$ 99	5.0%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - DISTRICT LEVEL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

DISTRICT LEVEL	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
OPERATIONS & MAINTENANCE (Continued)				
CELL PHONE REIMBURSE	$ 10,980	$ 11,520	$ 540	4.9%
FEES FOR SERVICES	$ 7,000	$ 7,000	$ -	0.0%
TELEPHONE	$ 45,143	$ 45,143	$ -	0.0%
UTILITY SERVICE	$ 361,142	$ 361,142	$ -	0.0%
REPAIRS & MAINT	$ 45,000	$ 45,000	$ -	0.0%
INTER TRANSPORT	$ 70	$ 70	$ -	0.0%
TRAVEL	$ 500	$ 500	$ -	0.0%
GENERAL SUPPLIES	$ 70,000	$ 70,000	$ -	0.0%
PROPANE	$ 10,000	$ 10,000	$ -	0.0%
DUES AND MEMBERSHIP	$ 200	$ 200	$ -	0.0%
COMM ED INDIRECT CHARGEBACK	$ (6,393)	$ (6,393)	$ -	0.0%
ALC INDIRECT CHARGEBACK	$ (18,136)	$ (18,136)	$ -	0.0%
TOTAL	$ 1,019,981	$ 1,042,926	$ 22,945	2.2%
SAFE SCHOOLS LEVY				
FEES FOR SERVICES - POLICE LIAISON	$ 43,986	$ 43,986	$ -	0.0%
FEES FOR SERVICES - K9 SERVICES	$ 2,500	$ 2,500	$ -	0.0%
TOTAL	$ 46,486	$ 46,486	$ -	0.0%
PROPERTY/OTHER INS.				
INSURANCE	$ 77,632	$ 81,514	$ 3,882	5.0%
TOTAL	$ 77,632	$ 81,514	$ 3,882	5.0%
OTHER NON RECUR ITEMS				
FUND TRANSFERS	$ 545,000	$ 110,000	$ (435,000)	-79.8%
TOTAL	$ 545,000	$ 110,000	$ (435,000)	-79.8%
TUITION EXPENSES				
ELEMENTARY	$ 1,000	$ 1,000	$ -	0.0%
HIGH SCHOOL	$ 20,000	$ 20,000	$ -	0.0%
TOTAL	$ 21,000	$ 21,000	$ -	0.0%
TOTAL DISTRICT LEVEL	$ 2,842,998	$ 2,470,699	$ (372,299)	-13.1%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ELEMENTARY EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

ELEMENTARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SCHOOL ADMINISTRATION				
SCHOOL ADMINISTRATION	$ 125,322	$ 128,974	$ 3,652	2.9%
TOTAL SCHOOL ADMINISTRATION	$ 125,322	$ 128,974	$ 3,652	2.9%
KINDERGARTEN				
KINDERGARTEN	$ 162,526	$ 132,336	$ (30,190)	-18.6%
KINDERGARTEN - COMPENSATORY	$ 127,463	$ 160,249	$ 32,786	25.7%
TOTAL KINDERGARTEN	$ 289,989	$ 292,585	$ 2,596	0.9%
ELEMENTARY EDUCATION				
ELEMENTARY EDUCATION	$ 1,217,069	$ 768,314	$ (448,755)	-36.9%
ELEM EDUCATION - COMPENSATORY	$ 194,187	$ 607,519	$ 413,332	212.9%
ELEM EDUCATION - LEARN DEV	$ 238,484	$ 177,785	$ (60,699)	-25.5%
TOTAL ELEMENTARY EDUCATION	$ 1,649,740	$ 1,553,618	$ (96,122)	-5.8%
FEDERAL CORONAVIRUS EXPENSES	$ 22,750	$ 14,077	$ (8,673)	-38.1%
STUDENT ACTIVITY TRIPS	$ 711	$ 711	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 9,500	$ 9,000	$ (500)	-5.3%
PROJECT LEAD THE WAY	$ 15,969	$ 15,995	$ 26	0.2%
TITLE				
TITLE I	$ 288,049	$ 323,008	$ 34,959	12.1%
TITLE II - PART A	$ 57,733	$ 43,235	$ (14,498)	-25.1%
ESL/ELL/LEP	$ 16,508	$ 16,533	$ 25	0.2%
TOTAL TITLE	$ 362,290	$ 382,776	$ 20,486	5.7%
ART	$ 17,494	$ 17,518	$ 24	0.1%
GIFTED AND TALENTED	$ 13,027	$ 12,930	$ (97)	-0.7%
PHYSICAL EDUCATION				
PHY ED	$ 151,603	$ 152,539	$ 936	0.6%
TOTAL PHYSICAL EDUCATION	$ 151,603	$ 152,539	$ 936	0.6%
MUSIC				
MUSIC - VOCAL	$ 84,047	$ 84,189	$ 142	0.2%
MUSIC - INSTRUMENTAL	$ 20,345	$ 6,461	$ (13,884)	-68.2%
TOTAL MUSIC	$ 104,392	$ 90,650	$ (13,742)	-13.2%
EXTRA CURRICULAR				
EXTRA CURRICULAR - MUSIC	$ 831	$ 850	$ 19	2.3%
TOTAL EXTRA CURRICULAR	$ 831	$ 850	$ 19	2.3%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ELEMENTARY EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

ELEMENTARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SPECIAL EDUCATION				
SPECIAL ED - NON-REIMBURSABLE	$ 2,600	$ 2,600	$ -	0.0%
SPEECH/LANGUAGE IMPAIRED	$ 63,284	$ 141,221	$ 77,937	123.2%
DEV. COGNITIVE DISAB. (MILD-MOD)	$ 16,686	$ 20,134	$ 3,448	20.7%
DEV. COGNITIVE DISAB. (SEV-PROFOUND)	$ 69,916	$ 75,576	$ 5,660	8.1%
SPECIFIC LEARNING DISABILITY	$ 302,389	$ 325,282	$ 22,893	7.6%
EMOTIONAL/BEHAVIORAL DISORDER	$ 136,526	$ 146,083	$ 9,557	7.0%
OTHER HEALTH DISABILITIES	$ 20,932	$ 20,958	$ 26	0.1%
AUTISTIC SPECTRUM DISORDERS	$ 113,042	$ 119,193	$ 6,151	5.4%
DEVELOPMENTALLY DELAYED (ECSE)	$ 341,744	$ 399,194	$ 57,450	16.8%
AGGREGATE	$ -	$ -	$ -	NA
ADAPTIVE P.E.	$ 18,758	$ 18,791	$ 33	0.2%
YOUTH/FAMILY SERVICES	$ 74,157	$ 80,713	$ 6,556	8.8%
TOTAL SPECIAL EDUCATION	$ 1,160,034	$ 1,349,745	$ 189,711	16.4%
CURRICULUM IMPROVEMENT	$ 75,000	$ 75,000	$ -	0.0%
MEDIA				
EDUCATIONAL MEDIA	$ 3,500	$ 3,500	$ -	0.0%
TOTAL MEDIA	$ 3,500	$ 3,500	$ -	0.0%
NURSE				
NURSE - COMPENSATORY	$ 37,765	$ 43,218	$ 5,453	14.4%
TOTAL NURSE	$ 37,765	$ 43,218	$ 5,453	14.4%
PSYCHOLOGICAL SERVICES	$ 19,998	$ 19,998	$ -	0.0%
VENDING	$ 1,000	$ 1,000	$ -	0.0%
TECHNOLOGY SUPPORT				
TECHNOLOGY SUPPORT	$ 102,580	$ 109,834	$ 7,254	7.1%
TOTAL TECHNOLOGY SUPPORT	$ 102,580	$ 109,834	$ 7,254	7.1%
TOTAL PINE RIVER-BACKUS ELEMENTARY	$ 4,163,495	$ 4,274,518	$ 111,023	2.7%

NOTES:

Preliminary 2023-24 Elementary expenses are projected to increase a total of $111,023 or 2.7% overall. Salary/benefit lines increase $122,998 overall. Positions added include a new Speech/Language Special Education teacher a full contract year of an ECSE teacher hired March 2023. Three hours, or 0.6 fte, of Elementary teacher time will be used at the High School in the 2023-24 schedule. The budget also includes a full year of the $2/hour contract settlement with Local 284 implemented January 1, 2023.

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ELEMENTARY EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

ELEMENTARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SCHOOL ADMINISTRATION				
EXECUTIVE SALARIES	$ 98,911	$ 101,879	$ 2,968	3.0%
FICA/MEDICARE	$ 7,566	$ 7,794	$ 228	3.0%
TRA	$ 8,456	$ 8,914	$ 458	5.4%
EMPLOYER SPONSORED HEALTH REIMB	$ 3,300	$ 3,300	$ -	0.0%
GROUP LIFE INSURANCE	$ 89	$ 87	$ (2)	-2.2%
TSA MATCH	$ 3,000	$ 3,000	$ -	0.0%
BUSINESS TRAVEL	$ 2,500	$ 2,500	$ -	0.0%
GENERAL SUPPLIES	$ 500	$ 500	$ -	0.0%
DUES AND MEMBERSHIP FEES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 125,322	$ 128,974	$ 3,652	2.9%
KINDERGARTEN				
LICENSED CLASSROOM TEACHER	$ 103,007	$ 103,007	$ -	0.0%
NON-LICENSED CLASSROOM PERSONNEL	$ 215	$ -	$ (215)	-100.0%
CERTIFIED PARAPROFESSIONALS	$ 21,018	$ -	$ (21,018)	-100.0%
FICA/MEDICARE	$ 9,230	$ 7,755	$ (1,475)	-16.0%
PERA	$ 1,593	$ -	$ (1,593)	-100.0%
TRA	$ 8,807	$ 9,013	$ 206	2.3%
GROUP HEALTH	$ 16,655	$ 11,558	$ (5,097)	-30.6%
GROUP LIFE INSURANCE	$ 88	$ 53	$ (35)	-39.8%
TSA MATCH	$ 1,913	$ 950	$ (963)	-50.3%
TOTAL	$ 162,526	$ 132,336	$ (30,190)	-18.6%
KINDERGARTEN - COMPENSATORY				
LICENSED CLASSROOM TEACHER	$ 97,857	$ 97,857	$ -	0.0%
INSTR AIDE SALARY	$ -	$ 21,754	$ 21,754	NA
FICA/MEDICARE	$ 7,342	$ 9,016	$ 1,674	22.8%
PERA	$ -	$ 1,632	$ 1,632	NA
TRA	$ 8,367	$ 8,562	$ 195	2.3%
GROUP HEALTH	$ 10,980	$ 18,026	$ 7,046	64.2%
GROUP LIFE INSURANCE	$ 50	$ 82	$ 32	64.0%
TSA MATCH	$ 867	$ 1,820	$ 953	109.9%
CLASSROOM SUPPLIES	$ 2,000	$ 1,500	$ (500)	-25.0%
TOTAL	$ 127,463	$ 160,249	$ 32,786	25.7%
ELEMENTARY EDUCATION				
LICENSED CLASSROOM TEACHER	$ 794,588	$ 442,427	$ (352,161)	-44.3%
SUBSTITUTE TEACHER SALARIES	$ 10,000	$ -	$ (10,000)	-100.0%
CERTIFIED PARAPROFESSIONALS	$ 12,828	$ 12,660	$ (168)	-1.3%
NON INSTRUCTIONAL SUPPORT	$ 63,457	$ 63,634	$ 177	0.3%
OTHER SALARIES	$ 2,500	$ 2,500	$ -	0.0%
FICA/MEDICARE	$ 65,183	$ 38,939	$ (26,244)	-40.3%
PERA	$ 4,428	$ 4,601	$ 173	3.9%
TRA	$ 70,252	$ 40,020	$ (30,232)	-43.0%
GROUP HEALTH	$ 88,845	$ 60,901	$ (27,944)	-31.5%
GROUP LIFE INSURANCE	$ 519	$ 335	$ (184)	-35.5%
TSA MATCH	$ 7,403	$ 4,405	$ (2,998)	-40.5%
WORKERS COMPENSATION	$ 16,522	$ 17,348	$ 826	5.0%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ELEMENTARY EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

ELEMENTARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
ELEMENTARY EDUCATION - Continued				
UNEMPLOYMENT COMPENSATION	$ 10,000	$ 10,000	$ -	0.0%
FEES FOR SERVICES	$ 30,000	$ 30,000	$ -	0.0%
POSTAGE	$ 8,500	$ 8,500	$ -	0.0%
REPAIRS AND MAINTENANCE	$ 1,000	$ 1,000	$ -	0.0%
GENERAL SUPPLIES	$ 8,000	$ 8,000	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 2,000	$ 2,000	$ -	0.0%
TECHNOLOGY - INSTRUCTIONAL SUPPLIES	$ 15,000	$ 15,000	$ -	0.0%
COMMUNICATIONS SERVICES	$ 6,044	$ 6,044	$ -	0.0%
TOTAL	$ 1,217,069	$ 768,314	$ (448,755)	-36.9%
ELEM ED - COMPENSATORY				
LICENSED CLASSROOM TEACHER	$ 127,691	$ 446,342	$ 318,651	249.5%
NON-LICENSED CLASSROOM PERSONNEL	$ 22,179	$ 25,000	$ 2,821	12.7%
FICA/MEDICARE	$ 10,569	$ 35,425	$ 24,856	235.2%
PERA	$ 1,663	$ 1,875	$ 212	12.7%
TRA	$ 10,917	$ 39,055	$ 28,138	257.7%
GROUP HEALTH	$ 17,166	$ 53,911	$ 36,745	214.1%
GROUP LIFE INSURANCE	$ 102	$ 301	$ 199	195.1%
TSA MATCH	$ 1,900	$ 4,110	$ 2,210	116.3%
CLASSROOM SUPPLIES	$ 2,000	$ 1,500	$ (500)	-25.0%
TOTAL	$ 194,187	$ 607,519	$ 413,332	212.9%
FEDERAL CORONAVIRUS EXPENSES				
Expand Summer Learning - Ext Time	$ 7,189	$ -	$ (7,189)	-100.0%
Expand Summer Learning - FICA	$ 542	$ -	$ (542)	-100.0%
Expand Summer Learning - TRA	$ 615	$ -	$ (615)	-100.0%
Pandemic Learning Loss Instructional Salary	$ -	$ 7,188	$ 7,188	NA
Pandemic Learning Loss Certified Para	$ 1,773	$ 1,772	$ (1)	-0.1%
Pandemic Learning Loss Sec Cler Other Sal	$ 3,072	$ 3,072	$ -	0.0%
Pandemic Learning Loss Ext Time	$ 1,169	$ -	$ (1,169)	-100.0%
Pandemic Learning Loss FICA	$ 452	$ 994	$ 542	119.9%
Pandemic Learning Loss PERA	$ 363	$ 336	$ (27)	-7.4%
Pandemic Learning Loss TRA	$ 100	$ 715	$ 615	615.0%
Pandemic Learning Loss Fees for Services	$ 666	$ -	$ (666)	-100.0%
Pandemic Learning Loss Textbooks	$ 6,809	$ -	$ (6,809)	-100.0%
TOTAL	$ 22,750	$ 14,077	$ (8,673)	-38.1%
ELEM ED - LEARN. DEVELOPMENT				
LICENSED CLASSROOM TEACHER	$ 184,529	$ 137,214	$ (47,315)	-25.6%
FICA/MEDICARE	$ 13,931	$ 10,352	$ (3,579)	-25.7%
TRA	$ 15,777	$ 12,006	$ (3,771)	-23.9%
GROUP HEALTH	$ 22,537	$ 16,759	$ (5,778)	-25.6%
GROUP LIFE INSURANCE	$ 102	$ 76	$ (26)	-25.5%
TSA MATCH	$ 1,608	$ 1,378	$ (230)	-14.3%
TOTAL	$ 238,484	$ 177,785	$ (60,699)	-25.5%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ELEMENTARY EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

ELEMENTARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
STUDENT ACTIVITY TRIPS				
NON INSTRUCTIONAL SUPPORT	$ 97	$ 97	$ -	0.0%
FICA/MEDICARE	$ 7	$ 7	$ -	0.0%
PERA	$ 7	$ 7	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 600	$ 600	$ -	0.0%
TOTAL	$ 711	$ 711	$ -	0.0%
INSTRUCTIONAL SUPPLIES				
SUPPLIES - 1ST GRADE	$ 1,500	$ 1,500	$ -	0.0%
SUPPLIES - 2ND GRADE	$ 2,000	$ 1,500	$ (500)	-25.0%
SUPPLIES - 3RD GRADE	$ 1,000	$ 1,500	$ 500	50.0%
SUPPLIES - 4TH GRADE	$ 1,500	$ 1,500	$ -	0.0%
SUPPLIES - 5TH GRADE	$ 2,000	$ 1,500	$ (500)	-25.0%
SUPPLIES - 6TH GRADE	$ 1,500	$ 1,500	$ -	0.0%
TOTAL	$ 9,500	$ 9,000	$ (500)	-5.3%
PROJECT LEAD THE WAY				
LICENSED CLASSROOM TEACHER	$ 12,876	$ 12,876	$ -	0.0%
FICA	$ 985	$ 985	$ -	0.0%
TRA	$ 1,101	$ 1,127	$ 26	2.4%
LIFE INS	$ 7	$ 7	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 15,969	$ 15,995	$ 26	0.2%
TITLE I				
LICENSED CLASSROOM TEACHER	$ 219,512	$ 248,620	$ 29,108	13.3%
FICA/MEDICARE	$ 16,792	$ 18,721	$ 1,929	11.5%
TRA	$ 18,768	$ 21,754	$ 2,986	15.9%
GROUP HEALTH	$ 26,004	$ 29,280	$ 3,276	12.6%
GROUP LIFE INSURANCE	$ 118	$ 133	$ 15	12.7%
TSA MATCH	$ 1,755	$ 2,400	$ 645	36.8%
INDIV INSTRUCTIONAL SUPPLIES	$ 5,000	$ 2,000	$ (3,000)	-60.0%
HOMELESS SETASIDE SUPPLIES	$ 100	$ 100	$ -	0.0%
TOTAL	$ 288,049	$ 323,008	$ 34,959	12.1%
TITLE II - PART A - IMPROVING TEACHER QUALITY				
OTHER SALARIES	$ 46,000	$ 32,500	$ (13,500)	-29.3%
FICA/MEDICARE	$ 2,395	$ 2,486	$ 91	3.8%
TRA	$ 3,933	$ 2,844	$ (1,089)	-27.7%
FEES FOR SERVICES	$ 5,000	$ 5,000	$ -	0.0%
BUSINESS TRAVEL	$ 405	$ 405	$ -	0.0%
TOTAL	$ 57,733	$ 43,235	$ (14,498)	-25.1%
ART				
LICENSED CLASSROOM TEACHER	$ 12,442	$ 12,442	$ -	0.0%
FICA/MEDICARE	$ 950	$ 949	$ (1)	-0.1%
TRA	$ 1,064	$ 1,089	$ 25	2.3%
GROUP HEALTH	$ 1,348	$ 1,348	$ -	0.0%
GROUP LIFE INSURANCE	$ 6	$ 6	$ -	0.0%
TSA MATCH	$ 184	$ 184	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,500	$ 1,500	$ -	0.0%
TOTAL	$ 17,494	$ 17,518	$ 24	0.1%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ELEMENTARY EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

ELEMENTARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
GIFTED AND TALENTED				
INSTRUCTIONAL SALARY	$ 8,921	$ 8,921	$ -	0.0%
FICA	$ 667	$ 680	$ 13	1.9%
TRA	$ 763	$ 781	$ 18	2.4%
GROUP HEALTH	$ 1,669	$ 1,541	$ (128)	-7.7%
GROUP LIFE	$ 7	$ 7	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 13,027	$ 12,930	$ (97)	-0.7%
ESL/ELL/LEP				
LICENSED CLASSROOM TEACHER	$ 12,874	$ 12,874	$ -	0.0%
FICA/MEDICARE	$ 985	$ 985	$ -	0.0%
TRA	$ 1,101	$ 1,126	$ 25	2.3%
GROUP HEALTH	$ 1,541	$ 1,541	$ -	0.0%
GROUP LIFE INSURANCE	$ 7	$ 7	$ -	0.0%
CHARGEBACK BASIC SKILLS - EXT TIME	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 16,508	$ 16,533	$ 25	0.2%
PHY ED				
LICENSED CLASSROOM TEACHER	$ 117,749	$ 117,749	$ -	0.0%
FICA/MEDICARE	$ 8,923	$ 8,932	$ 9	0.1%
TRA	$ 10,068	$ 10,303	$ 235	2.3%
GROUP HEALTH	$ 12,792	$ 13,484	$ 692	5.4%
GROUP LIFE INSURANCE	$ 68	$ 68	$ -	0.0%
TSA MATCH	$ 503	$ 503	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,500	$ 1,500	$ -	0.0%
TOTAL	$ 151,603	$ 152,539	$ 936	0.6%
MUSIC - VOCAL				
LICENSED CLASSROOM TEACHER	$ 71,183	$ 71,183	$ -	0.0%
FICA/MEDICARE	$ 5,445	$ 5,445	$ -	0.0%
TRA	$ 6,086	$ 6,228	$ 142	2.3%
GROUP LIFE INSURANCE	$ 40	$ 40	$ -	0.0%
TSA MATCH	$ 293	$ 293	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 84,047	$ 84,189	$ 142	0.2%
MUSIC - INSTRUMENTAL				
LICENSED CLASSROOM TEACHER	$ 15,635	$ 4,624	$ (11,011)	-70.4%
FICA/MEDICARE	$ 1,191	$ 352	$ (839)	-70.4%
TRA	$ 1,337	$ 405	$ (932)	-69.7%
GROUP HEALTH	$ 1,563	$ 539	$ (1,024)	-65.5%
GROUP LIFE INSURANCE	$ 7	$ 2	$ (5)	-71.4%
TSA MATCH	$ 112	$ 39	$ (73)	-65.2%
INSTRUCTIONAL SUPPLIES	$ 500	$ 500	$ -	0.0%
TOTAL	$ 20,345	$ 6,461	$ (13,884)	-68.2%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ELEMENTARY EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

ELEMENTARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
EXTRA CURRICULAR - MUSIC				
OTHER SALARIES	$ 715	$ 730	$ 15	2.1%
FICA/MEDICARE	$ 55	$ 56	$ 1	1.8%
TRA	$ 61	$ 64	$ 3	4.9%
TOTAL	$ 831	$ 850	$ 19	2.3%
SPECIAL ED - NON-REIMBURSABLE				
FEES FOR SERVICES	$ 2,600	$ 2,600	$ -	0.0%
TOTAL	$ 2,600	$ 2,600	$ -	0.0%
SPECIAL ED - SPEECH/LANGUAGE IMPAIRED				
SPEECH/LANG PATHOLOGIST	$ 48,962	$ 105,399	$ 56,437	115.3%
OTHER SALARIES	$ 2,830	$ 4,200	$ 1,370	48.4%
FICA/MEDICARE	$ 3,938	$ 8,058	$ 4,120	104.6%
TRA	$ 4,428	$ 9,222	$ 4,794	108.3%
GROUP HEALTH	$ 1,850	$ 12,945	$ 11,095	599.7%
GROUP LIFE INSURANCE	$ 22	$ 59	$ 37	168.2%
TSA MATCH	$ 48	$ 132	$ 84	175.0%
GENERAL SUPPLIES	$ 200	$ 200	$ -	0.0%
INDIVIDUAL INSTRUCTIONAL SUPPLIES	$ 500	$ 500	$ -	0.0%
DUES AND MEMBERSHIP FEES	$ 506	$ 506	$ -	0.0%
TOTAL	$ 63,284	$ 141,221	$ 77,937	123.2%
SPECIAL ED - DEVELOPMENTAL COGNITIVE DISABILITIES: MILD-MODERATE				
LICENSED CLASSROOM TEACHER	$ 1,348	$ 3,000	$ 1,652	122.6%
CERTIFIED PARA	$ 8,392	$ 10,378	$ 1,986	23.7%
ONE TO ONE PARAPROFESSIONAL	$ 1,784	$ 1,784	$ -	0.0%
FICA/MEDICARE	$ 881	$ 794	$ (87)	-9.9%
PERA	$ 763	$ 778	$ 15	2.0%
TRA	$ 115	$ -	$ (115)	-100.0%
GROUP LIFE INSURANCE	$ 3	$ -	$ (3)	-100.0%
FEES FOR SERVICES	$ 1,900	$ 1,900	$ -	0.0%
INDIVIDUAL INSTRUCTIONAL SUPPLIES	$ 1,500	$ 1,500	$ -	0.0%
TOTAL	$ 16,686	$ 20,134	$ 3,448	20.7%
SPECIAL ED - DEVELOPMENTAL COGNITIVE DISABILITIES: SEVERE-PROFOUND				
LICENSED CLASSROOM TEACHER	$ 18,272	$ 18,272	$ -	0.0%
ONE TO ONE PARAPROFESSIONAL	$ 39,129	$ 44,435	$ 5,306	13.6%
EXTENDED TIME	$ 313	$ 313	$ -	0.0%
FICA/MEDICARE	$ 4,219	$ 4,686	$ 467	11.1%
PERA	$ 2,935	$ 3,333	$ 398	13.6%
TRA	$ 1,589	$ 1,599	$ 10	0.6%
GROUP HEALTH	$ 2,512	$ 1,926	$ (586)	-23.3%
GROUP LIFE INSURANCE	$ 77	$ 79	$ 2	2.6%
TSA MATCH	$ 137	$ 200	$ 63	46.0%
FEES FOR SERVICES	$ 733	$ 733	$ -	0.0%
TOTAL	$ 69,916	$ 75,576	$ 5,660	8.1%
			$ -	NA

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ELEMENTARY EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

ELEMENTARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SPECIAL ED - SPECIFIC LEARNING DISABILITY				
LICENSED CLASSROOM TEACHER	$ 176,468	$ 180,397	$ 3,929	2.2%
SPEECH/LANGUAGE PATHOLOGIST	$ 20,714	$ 21,290	$ 576	2.8%
CERTIFIED PARAPROFESSIONALS	$ 18,629	$ 21,722	$ 3,093	16.6%
ONE TO ONE PARAPROFESSIONALS	$ 27,623	$ 30,510	$ 2,887	10.5%
OTHER SALARIES	$ 750	$ 750	$ -	0.0%
FICA/MEDICARE	$ 18,029	$ 19,052	$ 1,023	5.7%
PERA	$ 3,469	$ 3,917	$ 448	12.9%
TRA	$ 16,923	$ 17,648	$ 725	4.3%
GROUP HEALTH	$ 11,792	$ 21,935	$ 10,143	86.0%
GROUP LIFE INSURANCE	$ 240	$ 202	$ (38)	-15.8%
TSA MATCH	$ 1,848	$ 1,955	$ 107	5.8%
FEES FOR SERVICES	$ 4,404	$ 4,404	$ -	0.0%
INDIVIDUAL INSTRUCTIONAL SUPPLIES	$ 1,500	$ 1,500	$ -	0.0%
TOTAL	$ 302,389	$ 325,282	$ 22,893	7.6%
SPECIAL ED - EMOTIONAL/BEHAVIORAL DISORDER				
LICENSED CLASSROOM TEACHER	$ 32,309	$ 32,309	$ -	0.0%
CERTIFIED PARAPROFESSIONALS	$ 8,376	$ 9,233	$ 857	10.2%
ONE TO ONE PARAPROFESSIONALS	$ 64,500	$ 69,814	$ 5,314	8.2%
OTHER SALARIES	$ 88	$ 88	$ -	0.0%
FICA/MEDICARE	$ 7,923	$ 8,435	$ 512	6.5%
PERA	$ 5,466	$ 5,929	$ 463	8.5%
TRA	$ 2,770	$ 2,827	$ 57	2.1%
GROUP HEALTH	$ 13,003	$ 15,360	$ 2,357	18.1%
GROUP LIFE INSURANCE	$ 161	$ 158	$ (3)	-1.9%
FEES FOR SERVICES	$ 1,430	$ 1,430	$ -	0.0%
INDIVIDUAL INSTRUCTIONAL SUPPLIES	$ 500	$ 500	$ -	0.0%
TOTAL	$ 136,526	$ 146,083	$ 9,557	7.0%
SPECIAL ED - OTHER HEALTH DISABILITIES				
LICENSED CLASSROOM TEACHER	$ 13,270	$ 13,270	$ -	0.0%
FICA/MEDICARE	$ 1,015	$ 1,015	$ -	0.0%
TRA	$ 1,135	$ 1,161	$ 26	2.3%
GROUP LIFE INSURANCE	$ 8	$ 8	$ -	0.0%
FEES FOR SERVICES	$ 5,504	$ 5,504	$ -	0.0%
TOTAL	$ 20,932	$ 20,958	$ 26	0.1%
SPECIAL ED - AUTISTIC SPECTRUM DISORDERS				
LICENSED CLASSROOM TEACHER	$ 43,121	$ 43,121	$ -	0.0%
SPEECH/LANGUAGE PATHOLOGIST	$ 8,292	$ 8,292	$ -	0.0%
ONE TO ONE PARAPROFESSIONALS	$ 39,011	$ 44,435	$ 5,424	13.9%
FICA/MEDICARE	$ 6,464	$ 7,068	$ 604	9.3%
PERA	$ 2,926	$ 3,333	$ 407	13.9%
TRA	$ 4,396	$ 4,499	$ 103	2.3%
GROUP HEALTH	$ 6,210	$ 5,625	$ (585)	-9.4%
GROUP LIFE INSURANCE	$ 94	$ 96	$ 2	2.1%
TSA MATCH	$ 353	$ 549	$ 196	55.5%
FEES FOR SERVICES	$ 2,175	$ 2,175	$ -	0.0%
TOTAL	$ 113,042	$ 119,193	$ 6,151	5.4%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ELEMENTARY EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

ELEMENTARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SPECIAL ED - DEVELOPMENTALLY DELAYED (ECSE)				
LICENSED CLASSROOM TEACHER	$ 185,607	$ 218,905	$ 33,298	17.9%
SPEECH/LANGUAGE PATHOLOGIST	$ 31,291	$ 33,197	$ 1,906	6.1%
CERTIFIED PARAPROFESSIONALS	$ 19,923	$ 21,277	$ 1,354	6.8%
ONE TO ONE PARAPROFESSIONALS	$ 27,227	$ 29,438	$ 2,211	8.1%
OTHER SALARIES	$ 338	$ -	$ (338)	-100.0%
FICA/MEDICARE	$ 18,104	$ 22,507	$ 4,403	24.3%
PERA	$ 3,536	$ 3,804	$ 268	7.6%
TRA	$ 18,572	$ 22,059	$ 3,487	18.8%
GROUP HEALTH	$ 33,140	$ 43,955	$ 10,815	32.6%
GROUP LIFE INSURANCE	$ 190	$ 235	$ 45	23.7%
TSA MATCH	$ 1,227	$ 1,228	$ 1	0.1%
CONTRACTED FEES FOR SERVICES	$ 1,589	$ 1,589	$ -	0.0%
INDIVIDUAL INSTRUCTIONAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 341,744	$ 399,194	$ 57,450	16.8%
YOUTH/FAMILY SERVICES				
YFS SCHOOL SOCIAL WORKER	$ 57,072	$ 61,323	$ 4,251	7.4%
YFS FICA	$ 3,133	$ 4,261	$ 1,128	36.0%
YFS PERA	$ 4,280	$ 4,599	$ 319	7.5%
YFS GROUP HEALTH	$ 9,126	$ 9,984	$ 858	9.4%
YFS GROUP LIFE	$ 46	$ 46	$ -	0.0%
YFS SUPPLIES	$ 500	$ 500	$ -	0.0%
TOTAL	$ 74,157	$ 80,713	$ 6,556	8.8%
ADAPTIVE P.E.				
ADAPTIVE PE SPECIALIST	$ 14,829	$ 14,829	$ -	0.0%
FICA/MEDICARE	$ 1,113	$ 1,116	$ 3	0.3%
TRA	$ 1,268	$ 1,298	$ 30	2.4%
GROUP HEALTH	$ 1,541	$ 1,541	$ -	0.0%
GROUP LIFE INSURANCE	$ 7	$ 7	$ -	0.0%
TOTAL	$ 18,758	$ 18,791	$ 33	0.2%
CURRICULUM IMPROVEMENT				
TEXTBOOKS	$ 75,000	$ 75,000	$ -	0.0%
TOTAL	$ 75,000	$ 75,000	$ -	0.0%
EDUCATIONAL MEDIA				
INSTRUCTIONAL SUPPLIES	$ 1,500	$ 1,500	$ -	0.0%
LIBRARY BOOKS	$ 2,000	$ 2,000	$ -	0.0%
TOTAL	$ 3,500	$ 3,500	$ -	0.0%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ELEMENTARY EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

ELEMENTARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
NURSE - COMPENSATORY				
LICENSED NURSING SERVICES	$ 28,075	$ 28,800	$ 725	2.6%
SUB NON-LICENSED	$ 3,000	$ 3,000	$ -	0.0%
FICA/MEDICARE	$ 2,269	$ 2,269	$ -	0.0%
TRA	$ 2,400	$ 2,520	$ 120	5.0%
GROUP HEALTH	$ -	$ 4,608	$ 4,608	NA
GROUP LIFE INSURANCE	$ 21	$ 21	$ -	0.0%
GENERAL SUPPLIES	$ 2,000	$ 2,000	$ -	0.0%
TOTAL	$ 37,765	$ 43,218	$ 5,453	14.4%
			$ -	NA
PSYCHOLOGICAL SVCS			$ -	NA
FEES FOR SERVICES	$ 19,998	$ 19,998	$ -	0.0%
TOTAL	$ 19,998	$ 19,998	$ -	0.0%
VENDING				
GENERAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 1,000	$ 1,000	$ -	0.0%
			$ -	NA
TECHNOLOGY SUPPORT			$ -	NA
NON INSTRUCTIONAL SUPPORT	$ 84,154	$ 89,997	$ 5,843	6.9%
FICA/MEDICARE	$ 6,435	$ 6,880	$ 445	6.9%
PERA	$ 6,312	$ 6,750	$ 438	6.9%
GROUP HEALTH	$ 5,616	$ 6,144	$ 528	9.4%
GROUP LIFE INSURANCE	$ 63	$ 63	$ -	0.0%
TOTAL	$ 102,580	$ 109,834	$ 7,254	7.1%
TOTAL PINE RIVER-BACKUS ELEMENTARY	$ 4,163,495	$ 4,274,518	$ 111,023	2.7%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SECONDARY ADMINISTRATION				
SECONDARY ADMINISTRATION	$ 128,313	$ 132,160	$ 3,847	3.0%
TOTAL SECONDARY ADMINISTRATION	$ 128,313	$ 132,160	$ 3,847	3.0%
SECONDARY GENERAL				
SECONDARY EDUCATION - GENERAL	$ 327,221	$ 346,911	$ 19,690	6.0%
SECONDARY EDUCATION - COMPENSATORY	$ 193,937	$ 465,597	$ 271,660	140.1%
TOTAL SECONDARY EDUCATION	$ 521,158	$ 812,508	$ 291,350	55.9%
FEDERAL CORONAVIRUS EXPENSE	$ 142,741	$ -	$ (142,741)	-100.0%
FEDERAL PROGRAMS				
TITLE II - Part A	$ 3,500	$ 3,500	$ -	0.0%
TOTAL FEDERAL PROGRAMS	$ 3,500	$ 3,500	$ -	0.0%
STUDENT ACTIVITY TRIPS	$ 4,857	$ 4,857	$ -	0.0%
ART	$ 76,116	$ 76,226	$ 110	0.1%
ENGLISH	$ 165,571	$ 120,531	$ (45,040)	-27.2%
FOREIGN LANGUAGES				
FRENCH	$ 85,558	$ 85,703	$ 145	0.2%
TOTAL FOREIGN LANGUAGES	$ 85,558	$ 85,703	$ 145	0.2%
HEALTH / PHYSICAL EDUCATION				
HEALTH / PE	$ 110,251	$ 110,362	$ 111	0.1%
TOTAL HEALTH / PE	$ 110,251	$ 110,362	$ 111	0.1%
FAMILY AND CONSUMER SCIENCES - FACS				
FACS	$ 36,080	$ 18,599	$ (17,481)	-48.5%
TOTAL FAMILY AND CONSUMER SCIENCES	$ 36,080	$ 18,599	$ (17,481)	-48.5%
INDUSTRIAL EDUCATION				
TRADE & INDUSTRIAL ED	$ 65,348	$ 100,780	$ 35,432	54.2%
PROJECT LEAD THE WAY	$ 30,938	$ 30,989	$ 51	0.2%
TOTAL INDUSTRIAL EDUCATION	$ 96,286	$ 131,769	$ 35,483	36.9%
MATHEMATICS	$ 231,122	$ 180,696	$ (50,426)	-21.8%
MUSIC				
MUSIC - VOCAL	$ 47,342	$ 47,424	$ 82	0.2%
MUSIC - INSTRUMENTAL	$ 78,886	$ 80,072	$ 1,186	1.5%
TOTAL MUSIC	$ 126,228	$ 127,496	$ 1,268	1.0%
SCIENCE	$ 239,499	$ 162,456	$ (77,043)	-32.2%
SOCIAL STUDIES	$ 274,285	$ 214,557	$ (59,728)	-21.8%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
ACTIVITIES				
FOOTBALL	$ 37,147	$ 36,031	$ (1,116)	-3.0%
BOYS BASKETBALL	$ 27,428	$ 27,454	$ 26	0.1%
WRESTLING	$ 36,032	$ 36,261	$ 229	0.6%
BASEBALL	$ 16,241	$ 16,867	$ 626	3.9%
BOYS CROSS COUNTRY	$ 4,958	$ 5,728	$ 770	15.5%
BOYS GOLF	$ 10,691	$ 10,832	$ 141	1.3%
BOYS TRACK	$ 10,302	$ 10,342	$ 40	0.4%
BOYS HOCKEY	$ 1,000	$ 1,000	$ -	0.0%
GIRLS BASKETBALL	$ 22,816	$ 22,109	$ (707)	-3.1%
GIRLS CROSS COUNTRY	$ 4,966	$ 5,732	$ 766	15.4%
GIRLS GOLF	$ 10,987	$ 11,047	$ 60	0.5%
GIRLS TRACK	$ 8,259	$ 8,394	$ 135	1.6%
VOLLEYBALL	$ 33,148	$ 33,251	$ 103	0.3%
CHEER TEAM	$ 2,721	$ 6,075	$ 3,354	123.3%
SOFTBALL	$ 17,272	$ 17,503	$ 231	1.3%
GIRLS DANCE	$ 2,000	$ 2,000	$ -	0.0%
SCHOOL MUSIC	$ 13,816	$ 14,142	$ 326	2.4%
DRAMA	$ 6,966	$ 7,098	$ 132	1.9%
ROBOTICS	$ 11,911	$ 12,092	$ 181	1.5%
OTHER STUDENT ACTIVITIES	$ 31,045	$ 31,460	$ 415	1.3%
ATHLETIC DIRECTOR	$ 99,698	$ 100,084	$ 386	0.4%
TOTAL ACTIVITIES	$ 409,404	$ 415,502	$ 6,098	1.5%
SPECIAL EDUCATION				
SPECIAL ED - NON-REIMBURSABLE	$ 2,500	$ 2,500	$ -	0.0%
SPEECH/LANGUAGE IMPAIRED	$ 18,602	$ 18,730	$ 128	0.7%
DEVELOP COGNITIVE DISAB (MILD-MOD)	$ 159,826	$ 187,416	$ 27,590	17.3%
SPECIFIC LEARNING DISABILITY	$ 291,872	$ 291,728	$ (144)	0.0%
EMOTIONAL/BEHAVIORAL DISORDER	$ 131,284	$ 146,324	$ 15,040	11.5%
OTHER HEALTH DISABILITIES	$ 43,568	$ 45,733	$ 2,165	5.0%
AUTISTIC SPECTRUM DISORDERS	$ 61,070	$ 68,411	$ 7,341	12.0%
YOUTH/FAMILY SERVICES	$ 38,499	$ 236,761	$ 198,262	515.0%
TOTAL SPECIAL EDUCATION	$ 747,221	$ 997,603	$ 250,382	33.5%
THIRD PARTY MEDICAL ASSISTANCE				
FEES FOR SERVICE - EBD	$ 36,054	$ 49,932	$ 13,878	38.5%
TOTAL THIRD PARTY MEDICAL ASSISTANCE	$ 36,054	$ 49,932	$ 13,878	38.5%
CURRICULUM IMPROVEMENT	$ 75,000	$ 75,000	$ -	0.0%
MEDIA CENTER	$ 3,500	$ 3,500	$ -	0.0%
GUIDANCE COUNSELOR	$ 103,787	$ 74,039	$ (29,748)	-28.7%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
HIGH SCHOOL NURSE				
NURSE - COMPENSATORY	$ 22,281	$ 25,435	$ 3,154	14.2%
TOTAL HIGH SCHOOL NURSE	$ 22,281	$ 25,435	$ 3,154	14.2%
PSYCHOLOGICAL SERVICES	$ 19,998	$ 19,998	$ -	0.0%
VENDING	$ 6,000	$ 6,000	$ -	0.0%
TECHNOLOGY SUPPORT				
TECHNOLOGY SUPPORT	$ 12,969	$ 14,025	$ 1,056	8.1%
TOTAL TECHNOLOGY SUPPORT	$ 12,969	$ 14,025	$ -	8.1%
TOTAL SECONDARY	$ 3,677,779	$ 3,862,454	$ 184,675	5.0%

NOTES:

Preliminary 2023-24 High School expenses are projected to increase a total of $184,675 or 5.0% overall. Salary/benefit lines increase $200,801 overall. A new Youth & Family Services postition has been added to the High School staffing roster. Three hours, or 0.6 fte, of Elementary teacher time will be used at the High School in the 2023-24 schedule. The budget also includes a full year of the $2/hour contract settlement with Local 284 implemented January 1, 2023.

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SECONDARY ADMINISTRATION				
EXECUTIVE SALARIES	$ 104,161	$ 107,286	$ 3,125	3.0%
FICA/MEDICARE	$ 7,968	$ 8,207	$ 239	3.0%
TRA	$ 8,905	$ 9,388	$ 483	5.4%
GROUP LIFE INSURANCE	$ 87	$ 87	$ -	0.0%
EMPLOYER SPONS HLTH REIMB	$ 3,300	$ 3,300	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 100	$ 100	$ -	0.0%
BUSINESS TRAVEL	$ 2,000	$ 2,000	$ -	0.0%
GENERAL SUPPLIES	$ 500	$ 500	$ -	0.0%
DUES AND MEMBERSHIP FEES	$ 1,292	$ 1,292	$ -	0.0%
TOTAL	$ 128,313	$ 132,160	$ 3,847	3.0%
SECONDARY - GENERAL				
LICENSED CLASSROOM TEACHER	$ -	$ 18,649	$ 18,649	NA
SUBSTITUTE TEACHER SALARIES	$ 2,500	$ 2,500	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 51,192	$ 50,927	$ (265)	-0.5%
OTHER SALARIES	$ 2,500	$ 2,500	$ -	0.0%
FICA/MEDICARE	$ 3,914	$ 5,289	$ 1,375	35.1%
PERA	$ 2,492	$ 2,699	$ 207	8.3%
TRA	$ 1,685	$ 2,939	$ 1,254	74.4%
GROUP HEALTH	$ 9,126	$ 13,066	$ 3,940	43.2%
GROUP LIFE INSURANCE	$ 46	$ 60	$ 14	30.4%
TSA MATCH	$ -	$ 120	$ 120	NA
SEVERANCE - EMPLOYER SPONS HLTH REIMB	$ 6,350	$ -	$ (6,350)	-100.0%
WORKERS COMPENSATION	$ 14,916	$ 15,662	$ 746	5.0%
UNEMPLOYMENT COMPENSATION	$ 10,000	$ 10,000	$ -	0.0%
FEES FOR SERVICES	$ 40,000	$ 40,000	$ -	0.0%
POSTAGE	$ 4,500	$ 4,500	$ -	0.0%
REPAIRS AND MAINTENANCE	$ 1,000	$ 1,000	$ -	0.0%
TUITION PAYMENTS TO OTHER DISTRICTS	$ 150,000	$ 150,000	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 9,000	$ 9,000	$ -	0.0%
TEST RELATED EXPENSE	$ 3,000	$ 3,000	$ -	0.0%
INSTRUCTIONAL TECH SUPPLIES	$ 15,000	$ 15,000	$ -	0.0%
TOTAL	$ 327,221	$ 346,911	$ 19,690	6.0%
SECONDARY ED - COMPENSATORY				
EXECUTIVE SALARIES	$ 76,834	$ 285,936	$ 209,102	272.1%
LICENSED CLASSROOM TEACHER	$ 16,753	$ 18,466	$ 1,713	10.2%
CLASSROOM SUPPORT - LICENSED	$ 56,703	$ 56,703	$ -	0.0%
NON-LICENSED CLASSROOM PERSONNEL	$ 11,356	$ 27,429	$ 16,073	141.5%
SUBSTITUTE NON-LIC. CLASS/INSTR	$ 1,256	$ 1,385	$ 129	10.3%
NON INSTRUCTIONAL SUPPORT	$ 11,417	$ 29,981	$ 18,564	162.6%
OTHER SALARIES	$ 16,730	$ 40,590	$ 23,860	142.6%
FICA/MEDICARE	$ 116	$ 232	$ 116	100.0%
PERA	$ 772	$ 2,875	$ 2,103	272.4%
TRA	$ 2,000	$ 2,000	$ -	0.0%
TOTAL	$ 193,937	$ 465,597	$ 271,660	140.1%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
FEDERAL CORONAVIRUS FUNDS				
ESSER III - LICENSED CLASSROOM TEACHER	$ 95,455	$ -	$ (95,455)	-100.0%
ESSER III - FICA/MEDICARE	$ 7,300	$ -	$ (7,300)	-100.0%
ESSER III - TRA	$ 8,162	$ -	$ (8,162)	-100.0%
ESSER III - GROUP HEALTH	$ 14,824	$ -	$ (14,824)	-100.0%
ESSER III - GROUP LIFE INSURANCE	$ 74	$ -	$ (74)	-100.0%
ESSER III - TSA MATCH	$ 300	$ -	$ (300)	-100.0%
PANDEMIC LEARNING LOSS - FEES FOR SERVIC	$ 2,038	$ -	$ (2,038)	-100.0%
PANDEMIC LEARNING LOSS - TEXTBOOKS	$ -	$ -	$ -	NA
PANDEMIC LEARNING LOSS - TEXTBOOKS	$ 14,588	$ -	$ (14,588)	-100.0%
TOTAL	$ 142,741	$ -	$ (142,741)	-100.0%
TITLE II				
FEES FOR SERVICES	$ 3,500	$ 3,500	$ -	0.0%
TOTAL	$ 3,500	$ 3,500	$ -	0.0%
STUDENT ACTIVITY TRIPS				
NON INSTRUCTIONAL SUPPORT	$ 744	$ 744	$ -	0.0%
FICA/MEDICARE	$ 57	$ 57	$ -	0.0%
PERA	$ 56	$ 56	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 4,000	$ 4,000	$ -	0.0%
TOTAL	$ 4,857	$ 4,857	$ -	0.0%
ART				
LICENSED CLASSROOM TEACHER	$ 56,879	$ 56,879	$ -	0.0%
FICA/MEDICARE	$ 4,342	$ 4,338	$ (4)	-0.1%
TRA	$ 4,863	$ 4,977	$ 114	2.3%
GROUP HEALTH	$ 6,164	$ 6,164	$ -	0.0%
GROUP LIFE INSURANCE	$ 28	$ 28	$ -	0.0%
TSA MATCH	$ 840	$ 840	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 3,000	$ 3,000	$ -	0.0%
TOTAL	$ 76,116	$ 76,226	$ 110	0.1%
ENGLISH				
LICENSED CLASSROOM TEACHER	$ 124,157	$ 90,748	$ (33,409)	-26.9%
FICA/MEDICARE	$ 9,496	$ 6,885	$ (2,611)	-27.5%
TRA	$ 10,615	$ 7,940	$ (2,675)	-25.2%
GROUP HEALTH	$ 20,226	$ 13,759	$ (6,467)	-32.0%
GROUP LIFE INSURANCE	$ 61	$ 63	$ 2	3.3%
TSA MATCH	$ 416	$ 536	$ 120	28.8%
INSTRUCTIONAL SUPPLIES	$ 600	$ 600	$ -	0.0%
TOTAL	$ 165,571	$ 120,531	$ (45,040)	-27.2%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
FOREIGN LANGUAGE - FRENCH				
LICENSED CLASSROOM TEACHER	$ 72,291	$ 72,291	$ -	0.0%
FICA/MEDICARE	$ 5,528	$ 5,528	$ -	0.0%
TRA	$ 6,181	$ 6,326	$ 145	2.3%
GROUP LIFE INSURANCE	$ 34	$ 34	$ -	0.0%
TSA MATCH	$ 1,024	$ 1,024	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 500	$ 500	$ -	0.0%
TEXTBOOKS	$ -	$ -	$ -	NA
TOTAL	$ 85,558	$ 85,703	$ 145	0.2%
HEALTH / PHYSICAL EDUCATION				
LICENSED CLASSROOM TEACHER	$ 91,522	$ 91,522	$ -	0.0%
FICA/MEDICARE	$ 6,966	$ 6,961	$ (5)	-0.1%
TRA	$ 4,913	$ 5,028	$ 115	2.3%
GROUP HEALTH	$ 4,507	$ 4,508	$ 1	0.0%
GROUP LIFE INSURANCE	$ 61	$ 61	$ -	0.0%
TSA MATCH	$ 1,282	$ 1,282	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 110,251	$ 110,362	$ 111	0.1%
FAMILY AND CONSUMER SCIENCE				
LICENSED CLASSROOM TEACHER	$ 29,998	$ 14,829	$ (15,169)	-50.6%
FICA/MEDICARE	$ 2,295	$ 1,105	$ (1,190)	-51.9%
TRA	$ 2,565	$ 1,298	$ (1,267)	-49.4%
GROUP LIFE INSURANCE	$ 22	$ 7	$ (15)	-68.2%
TSA MATCH	$ -	$ 160	$ 160	NA
REPAIRS AND MAINTENANCE	$ 200	$ 200	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 36,080	$ 18,599	$ (17,481)	-48.5%
INDUSTRIAL ED VOCATIONAL - CTE				
LICENSED CLASSROOM TEACHER	$ 43,492	$ 70,300	$ 26,808	61.6%
FICA/MEDICARE	$ 3,301	$ 5,367	$ 2,066	62.6%
TRA	$ 3,718	$ 6,151	$ 2,433	65.4%
GROUP HEALTH	$ 8,006	$ 11,943	$ 3,937	49.2%
GROUP LIFE INSURANCE	$ 38	$ 54	$ 16	42.1%
TSA MATCH	$ 293	$ 465	$ 172	58.7%
INSTRUCTIONAL SUPPLIES - HOUSE PROFITS	$ 500	$ 500	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 6,000	$ 6,000	$ -	0.0%
TOTAL	$ 65,348	$ 100,780	$ 35,432	54.2%
PROJECT LEAD THE WAY - INDUSTRIAL EDUCATION				
INST SALARY - IND ED	$ 25,752	$ 25,752	$ -	0.0%
FICA/MEDICARE - IND ED	$ 1,970	$ 1,970	$ -	0.0%
TRA - IND ED	$ 2,202	$ 2,253	$ 51	2.3%
GROUP LIFE INSURANCE - IND ED	$ 14	$ 14	$ -	0.0%
INSTRUCTIONAL SUPPLIES - IND ED	$ 1,000	$ 1,000	$ -	0.0%
TOTAL PLTW	$ 30,938	$ 30,989	$ 51	0.2%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
MATHEMATICS				
LICENSED CLASSROOM TEACHER	$ 178,902	$ 140,663	$ (38,239)	-21.4%
FICA/MEDICARE	$ 13,581	$ 10,642	$ (2,939)	-21.6%
TRA	$ 15,296	$ 12,308	$ (2,988)	-19.5%
GROUP HEALTH	$ 20,226	$ 14,447	$ (5,779)	-28.6%
GROUP LIFE INSURANCE	$ 92	$ 73	$ (19)	-20.7%
TSA MATCH	$ 2,275	$ 1,813	$ (462)	-20.3%
INSTRUCTIONAL SUPPLIES	$ 750	$ 750	$ -	0.0%
TOTAL	$ 231,122	$ 180,696	$ (50,426)	-21.8%
VOCAL MUSIC				
LICENSED CLASSROOM TEACHER	$ 38,914	$ 38,914	$ -	0.0%
FICA/MEDICARE	$ 2,973	$ 2,977	$ 4	0.1%
TRA	$ 3,327	$ 3,405	$ 78	2.3%
GROUP LIFE INSURANCE	$ 28	$ 28	$ -	0.0%
FEES FOR SERVICES	$ 500	$ 500	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,600	$ 1,600	$ -	0.0%
TOTAL	$ 47,342	$ 47,424	$ 82	0.2%
INSTRUMENTAL MUSIC				
LICENSED CLASSROOM TEACHER	$ 59,788	$ 59,788	$ -	0.0%
FICA/MEDICARE	$ 4,554	$ 4,550	$ (4)	-0.1%
TRA	$ 5,112	$ 5,231	$ 119	2.3%
GROUP HEALTH	$ 5,977	$ 6,973	$ 996	16.7%
GROUP LIFE INSURANCE	$ 28	$ 32	$ 4	14.3%
TSA MATCH	$ 427	$ 498	$ 71	16.6%
REPAIRS AND MAINTENANCE	$ 500	$ 500	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 2,500	$ 2,500	$ -	0.0%
TOTAL	$ 78,886	$ 80,072	$ 1,186	1.5%
SCIENCE				
LICENSED CLASSROOM TEACHER	$ 188,009	$ 124,659	$ (63,350)	-33.7%
FICA/MEDICARE	$ 14,315	$ 9,502	$ (4,813)	-33.6%
TRA	$ 16,075	$ 10,908	$ (5,167)	-32.1%
GROUP HEALTH	$ 14,542	$ 11,173	$ (3,369)	-23.2%
GROUP LIFE INSURANCE	$ 115	$ 73	$ (42)	-36.5%
TSA MATCH	$ 1,443	$ 1,141	$ (302)	-20.9%
INSTRUCTIONAL SUPPLIES	$ 5,000	$ 5,000	$ -	0.0%
TOTAL	$ 239,499	$ 162,456	$ (77,043)	-32.2%
SOCIAL STUDIES				
LICENSED CLASSROOM TEACHER	$ 211,026	$ 165,776	$ (45,250)	-21.4%
FICA/MEDICARE	$ 16,029	$ 12,569	$ (3,460)	-21.6%
TRA	$ 18,043	$ 14,505	$ (3,538)	-19.6%
GROUP HEALTH	$ 26,968	$ 19,263	$ (7,705)	-28.6%
GROUP LIFE INSURANCE	$ 123	$ 88	$ (35)	-28.5%
TSA MATCH	$ 896	$ 1,156	$ 260	29.0%
INSTRUCTIONAL SUPPLIES	$ 1,200	$ 1,200	$ -	0.0%
TOTAL	$ 274,285	$ 214,557	$ (59,728)	-21.8%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
FOOTBALL				
OTHER SALARIES	$ 25,840	$ 25,020	$ (820)	-3.2%
FICA/MEDICARE	$ 2,075	$ 1,907	$ (168)	-8.1%
PERA	$ 43	$ -	$ (43)	-100.0%
TRA	$ 2,274	$ 2,189	$ (85)	-3.7%
FEES FOR SERVICES	$ 3,000	$ 3,000	$ -	0.0%
GENERAL SUPPLIES	$ 900	$ 900	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 807	$ 807	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 62	$ 62	$ -	0.0%
PERA-TRANSPORT	$ 26	$ 26	$ -	0.0%
TRA-TRANSPORT	$ 20	$ 20	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 2,100	$ 2,100	$ -	0.0%
TOTAL	$ 37,147	$ 36,031	$ (1,116)	-3.0%
BOYS BASKETBALL				
OTHER SALARIES	$ 12,326	$ 12,577	$ 251	2.0%
FICA/MEDICARE	$ 1,081	$ 961	$ (120)	-11.1%
PERA	$ 67	$ -	$ (67)	-100.0%
TRA	$ 1,138	$ 1,100	$ (38)	-3.3%
FEES FOR SERVICES	$ 6,000	$ 6,000	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 200	$ 200	$ -	0.0%
GENERAL SUPPLIES	$ 750	$ 750	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 2,534	$ 2,534	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 165	$ 165	$ -	0.0%
PERA-TRANSPORT	$ 133	$ 133	$ -	0.0%
TRA-TRANSPORT	$ 34	$ 34	$ -	0.0%
TRANSPORATION ALLOCATION	$ 3,000	$ 3,000	$ -	0.0%
TOTAL	$ 27,428	$ 27,454	$ 26	0.1%
WRESTLING				
OTHER SALARIES	$ 22,999	$ 23,219	$ 220	1.0%
FICA/MEDICARE	$ 1,823	$ 1,842	$ 19	1.0%
PERA	$ 10	$ -	$ (10)	-100.0%
TRA	$ 1,153	$ 1,153	$ -	0.0%
FEES FOR SERVICES	$ 2,500	$ 2,500	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 2,000	$ 2,000	$ -	0.0%
GENERAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 2,815	$ 2,815	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 214	$ 214	$ -	0.0%
PERA-TRANSPORT	$ 162	$ 162	$ -	0.0%
TRA-TRANSPORT	$ 56	$ 56	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 1,300	$ 1,300	$ -	0.0%
TOTAL	$ 36,032	$ 36,261	$ 229	0.6%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
BASEBALL				
OTHER SALARIES	$ 9,682	$ 9,876	$ 194	2.0%
FICA/MEDICARE	$ 558	$ 754	$ 196	35.1%
TRA	$ 628	$ 864	$ 236	37.6%
FEES FOR SERVICES	$ 2,000	$ 2,000	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 100	$ 100	$ -	0.0%
GENERAL SUPPLIES	$ 750	$ 750	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 802	$ 802	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 61	$ 61	$ -	0.0%
PERA-TRANSPORT	$ 60	$ 60	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 1,600	$ 1,600	$ -	0.0%
TOTAL	$ 16,241	$ 16,867	$ 626	3.9%
BOYS CROSS COUNTRY				
OTHER SALARIES	$ 2,376	$ 3,110	$ 734	30.9%
FICA/MEDICARE	$ 170	$ 238	$ 68	40.0%
PERA	$ 36	$ -	$ (36)	-100.0%
TRA	$ 166	$ 170	$ 4	2.4%
ENTRY FEES/STUDENT TRAVEL	$ 500	$ 500	$ -	0.0%
GENERAL SUPPLIES	$ 250	$ 250	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 413	$ 413	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 32	$ 32	$ -	0.0%
PERA-TRANSPORT	$ 15	$ 15	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 4,958	$ 5,728	$ 770	15.5%
BOYS GOLF				
OTHER SALARIES	$ 6,213	$ 6,246	$ 33	0.5%
FICA/MEDICARE	$ 475	$ 478	$ 3	0.6%
TRA	$ -	$ 105	$ 105	NA
ENTRY FEES/STUDENT TRAVEL	$ 900	$ 900	$ -	0.0%
GENERAL SUPPLIES	$ 200	$ 200	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 350	$ 350	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 27	$ 27	$ -	0.0%
PERA-TRANSPORT	$ 26	$ 26	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 2,500	$ 2,500	$ -	0.0%
TOTAL	$ 10,691	$ 10,832	$ 141	1.3%
BOYS HOCKEY				
PAYMENTS TO OTHER DISTRICTS	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 1,000	$ 1,000	$ -	0.0%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
BOYS TRACK				
OTHER SALARIES	$ 6,804	$ 6,831	$ 27	0.4%
FICA/MEDICARE	$ 520	$ 522	$ 2	0.4%
TRA	$ 482	$ 493	$ 11	2.3%
ENTRY FEES/STUDENT TRAVEL	$ 400	$ 400	$ -	0.0%
GENERAL SUPPLIES	$ 200	$ 200	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 778	$ 778	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 60	$ 60	$ -	0.0%
PERA-TRANSPORT	$ 58	$ 58	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 10,302	$ 10,342	$ 40	0.4%
GIRLS BASKETBALL				
OTHER SALARIES	$ 12,887	$ 12,637	$ (250)	-1.9%
FICA/MEDICARE	$ 1,207	$ 965	$ (242)	-20.0%
PERA	$ 90	$ -	$ (90)	-100.0%
TRA	$ 469	$ 344	$ (125)	-26.7%
FEES FOR SERVICES	$ 2,501	$ 2,501	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 200	$ 200	$ -	0.0%
GENERAL SUPPLIES	$ 750	$ 750	$ -	0.0%
NON INSTRUCTIONAL SUPPORT-TRANSPORT	$ 1,500	$ 1,500	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 104	$ 104	$ -	0.0%
PERA-TRANSPORT	$ 65	$ 65	$ -	0.0%
TRA-TRANSPORT	$ 43	$ 43	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 3,000	$ 3,000	$ -	0.0%
TOTAL	$ 22,816	$ 22,109	$ (707)	-3.1%
GIRLS CROSS COUNTRY				
OTHER SALARIES	$ 2,376	$ 3,110	$ 734	30.9%
FICA/MEDICARE	$ 174	$ 238	$ 64	36.8%
PERA	$ 36	$ -	$ (36)	-100.0%
TRA	$ 166	$ 170	$ 4	2.4%
FEES FOR SERVICES	$ 200	$ 200	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 500	$ 500	$ -	0.0%
GENERAL SUPPLIES	$ 250	$ 250	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 417	$ 417	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 32	$ 32	$ -	0.0%
PERA-TRANSPORT	$ 15	$ 15	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 800	$ 800	$ -	0.0%
TOTAL	$ 4,966	$ 5,732	$ 766	15.4%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
GIRLS GOLF				
OTHER SALARIES	$ 6,884	$ 6,831	$ (53)	-0.8%
FICA/MEDICARE	$ 518	$ 515	$ (3)	-0.6%
TRA	$ 482	$ 598	$ 116	24.1%
FEES FOR SERVICES	$ 100	$ 100	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 900	$ 900	$ -	0.0%
GENERAL SUPPLIES	$ 200	$ 200	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 350	$ 350	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 27	$ 27	$ -	0.0%
PERA-TRANSPORT	$ 26	$ 26	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 1,500	$ 1,500	$ -	0.0%
TOTAL	$ 10,987	$ 11,047	$ 60	0.5%
GIRLS TRACK				
OTHER SALARIES	$ 4,963	$ 5,075	$ 112	2.3%
FICA/MEDICARE	$ 380	$ 388	$ 8	2.1%
TRA	$ 324	$ 339	$ 15	4.6%
ENTRY FEES/STUDENT TRAVEL	$ 400	$ 400	$ -	0.0%
GENERAL SUPPLIES	$ 200	$ 200	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 861	$ 861	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 66	$ 66	$ -	0.0%
PERA-TRANSPORT	$ 65	$ 65	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 8,259	$ 8,394	$ 135	1.6%
GIRLS HOCKEY				
PAYMENTS TO OTHER DISTRICTS	$ -	$ -	$ -	NA
TOTAL	$ -	$ -	$ -	NA
VOLLEYBALL				
OTHER SALARIES	$ 19,911	$ 20,178	$ 267	1.3%
FICA/MEDICARE	$ 1,616	$ 1,536	$ (80)	-5.0%
PERA	$ 61	$ -	$ (61)	-100.0%
TRA	$ 1,234	$ 1,211	$ (23)	-1.9%
FEES FOR SERVICES	$ 2,500	$ 2,500	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 750	$ 750	$ -	0.0%
GENERAL SUPPLIES	$ 750	$ 750	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 2,874	$ 2,874	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 219	$ 219	$ -	0.0%
PERA-TRANSPORT	$ 86	$ 86	$ -	0.0%
TRA-TRANSPORT	$ 147	$ 147	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 3,000	$ 3,000	$ -	0.0%
TOTAL	$ 33,148	$ 33,251	$ 103	0.3%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
CHEER TEAM				
OTHER SALARIES	$ 2,342	$ 4,790	$ 2,448	104.5%
FICA/MEDICARE	$ 179	$ 366	$ 187	104.5%
TRA	$ 200	$ 419	$ 219	109.5%
GENERAL SUPPLIES	$ -	$ 500	$ 500	NA
TOTAL	$ 2,721	$ 6,075	$ 3,354	123.3%
SOFTBALL				
OTHER SALARIES	$ 9,611	$ 9,800	$ 189	2.0%
FICA/MEDICARE	$ 732	$ 744	$ 12	1.6%
PERA	$ 176	$ 180	$ 4	2.3%
TRA	$ 622	$ 648	$ 26	4.2%
FEES FOR SERVICES	$ 2,000	$ 2,000	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 100	$ 100	$ -	0.0%
GENERAL SUPPLIES	$ 750	$ 750	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 1,159	$ 1,159	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 88	$ 88	$ -	0.0%
PERA-TRANSPORT	$ 34	$ 34	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 2,000	$ 2,000	$ -	0.0%
TOTAL	$ 17,272	$ 17,503	$ 231	1.3%
GIRLS DANCE				
PAYMENTS TO OTHER DISTRICTS	$ 2,000	$ 2,000	$ -	0.0%
TOTAL	$ 2,000	$ 2,000	$ -	0.0%
SCHOOL MUSIC				
OTHER SALARIES	$ 7,953	$ 8,219	$ 266	3.3%
FICA/MEDICARE	$ 606	$ 627	$ 21	3.5%
TRA	$ 680	$ 719	$ 39	5.7%
ENTRY FEES/STUDENT TRAVEL	$ 1,000	$ 1,000	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 933	$ 933	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 70	$ 70	$ -	0.0%
PERA-TRANSPORT	$ 43	$ 43	$ -	0.0%
TRA-TRANSPORT	$ 31	$ 31	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 2,500	$ 2,500	$ -	0.0%
TOTAL	$ 13,816	$ 14,142	$ 326	2.4%
DRAMA				
OTHER SALARIES	$ 6,020	$ 6,133	$ 113	1.9%
FICA/MEDICARE	$ 460	$ 469	$ 9	2.0%
TRA	$ 236	$ 246	$ 10	4.2%
GENERAL SUPPLIES	$ 250	$ 250	$ -	0.0%
TOTAL	$ 6,966	$ 7,098	$ 132	1.9%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
ROBOTICS				
OTHER SALARIES	$ 7,946	$ 8,106	$ 160	2.0%
FICA/MEDICARE	$ 605	$ 620	$ 15	2.5%
PERA	$ 310	$ 316	$ 6	1.9%
TRANSPORTATION CHARGEBACK	$ 300	$ 300	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 2,000	$ 2,000	$ -	0.0%
GENERAL SUPPLIES	$ 750	$ 750	$ -	0.0%
TOTAL	$ 11,911	$ 12,092	$ 181	1.5%
OTHER STUDENT ACTIVITIES				
OTHER SALARIES	$ 17,912	$ 18,254	$ 342	1.9%
FICA/MEDICARE	$ 1,363	$ 1,391	$ 28	2.1%
TRA	$ 1,065	$ 1,110	$ 45	4.2%
FEES FOR SERVICES	$ 2,000	$ 2,000	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 2,000	$ 2,000	$ -	0.0%
GENERAL SUPPLIES	$ 250	$ 250	$ -	0.0%
NON INSTRUCTIONAL SUPPORT	$ 1,684	$ 1,684	$ -	0.0%
FICA/MEDICARE-TRANSPORT	$ 129	$ 129	$ -	0.0%
PERA-TRANSPORT	$ 126	$ 126	$ -	0.0%
TRA-TRANSPORT	$ 16	$ 16	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 4,500	$ 4,500	$ -	0.0%
TOTAL	$ 31,045	$ 31,460	$ 415	1.3%
ATHLETIC DIRECTOR				
ADMIN SALARY	$ 55,624	$ 55,624	$ -	0.0%
FICA/MEDICARE	$ 3,811	$ 4,163	$ 352	9.2%
PERA	$ 35	$ -	$ (35)	-100.0%
TRA	$ 4,798	$ 4,867	$ 69	1.4%
GROUP HEALTH	$ 5,779	$ 5,779	$ -	0.0%
GROUP LIFE INSURANCE	$ 26	$ 26	$ -	0.0%
TSA MATCH	$ 225	$ 225	$ -	0.0%
FEES FOR SERVICES	$ 7,500	$ 7,500	$ -	0.0%
BUSINESS TRAVEL	$ 400	$ 400	$ -	0.0%
GENERAL SUPPLIES	$ 12,000	$ 12,000	$ -	0.0%
DUES AND MEMBERSHIP FEES	$ 9,500	$ 9,500	$ -	0.0%
TOTAL	$ 99,698	$ 100,084	$ 386	0.4%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SPECIAL ED - NON-REIMBURSABLE				
FEES FOR SERVICES	$ 2,500	$ 2,500	$ -	0.0%
TOTAL	$ 2,500	$ 2,500	$ -	0.0%
SPECIAL ED - SPEECH/LANGUAGE IMPAIRED				
SPEECH/LANGUAGE PATHOLOGIST	$ 14,215	$ 14,215	$ -	0.0%
FICA/MEDICARE	$ 1,065	$ 1,082	$ 17	1.6%
TRA	$ 1,215	$ 1,244	$ 29	2.4%
GROUP HEALTH	$ 1,850	$ 1,849	$ (1)	-0.1%
GROUP LIFE INSURANCE	$ 9	$ 8	$ (1)	-11.1%
TSA MATCH	$ 48	$ 132	$ 84	175.0%
INDIVIDUAL INSTRUCTIONAL SUPPLIES	$ 200	$ 200	$ -	0.0%
TOTAL	$ 18,602	$ 18,730	$ 128	0.7%
SPECIAL ED - DEVELOPMENTAL COGNITIVE DISABILITIES: MILD-MODERATE				
INSTRUCTIONAL SALARY	$ 36,797	$ 37,000	$ 203	0.6%
CERTIFIED PARAPROFESSIONAL	$ 65,800	$ 83,084	$ 17,284	26.3%
ONE TO ONE PARAPROFESSIONAL	$ 20,981	$ 24,228	$ 3,247	15.5%
OTHER SALARY	$ 375	$ -	$ (375)	-100.0%
FICA/MEDICARE	$ 9,232	$ 10,791	$ 1,559	16.9%
PERA	$ 6,509	$ 8,048	$ 1,539	23.6%
TRA	$ 3,105	$ 3,045	$ (60)	-1.9%
GROUP HEALTH	$ 16,341	$ 20,522	$ 4,181	25.6%
GROUP LIFE INSURANCE	$ 186	$ 198	$ 12	6.5%
INDIVIDUAL INSTRUCTIONAL SUPPLIES	$ 500	$ 500	$ -	0.0%
TOTAL	$ 159,826	$ 187,416	$ 27,590	17.3%
SPECIAL ED - SPECIFIC LEARNING DISABILITY				
LICENSED CLASSROOM TEACHER	$ 185,357	$ 185,794	$ 437	0.2%
SPEECH/LANGUAGE PATHOLOGIST	$ 11,254	$ 11,254	$ -	0.0%
CERTIFIED PARAPROFESSIONAL	$ 36,527	$ 38,013	$ 1,486	4.1%
OTHER SALARY	$ 119	$ -	$ (119)	-100.0%
FICA/MEDICARE	$ 17,575	$ 17,764	$ 189	1.1%
PERA	$ 2,739	$ 2,851	$ 112	4.1%
TRA	$ 16,820	$ 17,242	$ 422	2.5%
GROUP HEALTH	$ 16,685	$ 13,715	$ (2,970)	-17.8%
GROUP LIFE INSURANCE	$ 131	$ 162	$ 31	23.7%
TSA MATCH	$ 1,008	$ 1,276	$ 268	26.6%
CONTRACTED SUBSTITUTES	$ 1,657	$ 1,657	$ -	0.0%
INDIVIDUAL INSTRUCTIONAL SUPPLIES	$ 2,000	$ 2,000	$ -	0.0%
TOTAL	$ 291,872	$ 291,728	$ (144)	0.0%
SPECIAL ED - EMOTIONAL/BEHAVIORAL DISORDER				
LICENSED CLASSROOM TEACHER	$ 65,187	$ 69,218	$ 4,031	6.2%
CERTIFIED PARA	$ 36,710	$ 42,635	$ 5,925	16.1%
FICA/MEDICARE	$ 7,562	$ 8,484	$ 922	12.2%
PERA	$ 2,753	$ 3,198	$ 445	16.2%
TRA	$ 5,574	$ 6,057	$ 483	8.7%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
SPECIAL ED - EMOTIONAL/BEHAVIORAL DISORDER (Continued)				
GROUP HEALTH	$ 12,684	$ 15,770	$ 3,086	24.3%
GROUP LIFE INSURANCE	$ 116	$ 114	$ (2)	-1.7%
TSA MATCH	$ 198	$ 348	$ 150	75.8%
IND INST MATERIAL	$ 500	$ 500	$ -	0.0%
TOTAL	$ 131,284	$ 146,324	$ 15,040	11.5%
SPECIAL ED - OTHER HEALTH DISABILITIES				
LICENSED CLASSROOM TEACHER	$ 35,215	$ 35,216	$ 1	0.0%
FICA/MEDICARE	$ 2,644	$ 2,688	$ 44	1.7%
TRA	$ 3,011	$ 3,081	$ 70	2.3%
GROUP HEALTH INSURANCE	$ 2,672	$ 4,546	$ 1,874	70.1%
GROUP LIFE INSURANCE	$ 26	$ 25	$ (1)	-3.8%
TSA MATCH	$ -	$ 177	$ 177	NA
TOTAL	$ 43,568	$ 45,733	$ 2,165	5.0%
SPECIAL ED - AUTISTIC SPECTRUM DISORDERS				
LICENSED CLASSROOM TEACHER	$ 50,321	$ 54,837	$ 4,516	9.0%
FICA/MEDICARE	$ 3,763	$ 4,121	$ 358	9.5%
TRA	$ 4,303	$ 4,798	$ 495	11.5%
GROUP HEALTH	$ 2,509	$ 4,546	$ 2,037	81.2%
GROUP LIFE INSURANCE	$ 31	$ 31	$ -	0.0%
TSA MATCH	$ 143	$ 78	$ (65)	-45.5%
TOTAL	$ 61,070	$ 68,411	$ 7,341	12.0%
YOUTH/FAMILY SERVICES				
INSTRUCTIONAL SALARY	$ -	$ 95,454	$ 95,454	NA
FICA/MEDICARE	$ -	$ 7,302	$ 7,302	NA
TRA	$ -	$ 8,352	$ 8,352	NA
GROUP HEALTH	$ -	$ 15,410	$ 15,410	NA
GROUP LIFE INSURANCE	$ -	$ 70	$ 70	NA
TSA MATCH	$ -	$ 300	$ 300	NA
LICENSED SOCIAL WORKER	$ 28,477	$ 83,603	$ 55,126	193.6%
FICA/MEDICARE	$ 2,088	$ 6,384	$ 4,296	205.7%
PERA	$ 2,136	$ 6,270	$ 4,134	193.5%
GROUP HEALTH INSURANCE	$ 5,271	$ 13,056	$ 7,785	147.7%
GROUP LIFE INSURANCE	$ 27	$ 60	$ 33	122.2%
SUPPLIES	$ 500	$ 500	$ -	0.0%
TOTAL	$ 38,499	$ 236,761	$ 198,262	515.0%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
THIRD PARTY MED ASSIST FEES FOR SERVICE - EBD				
SLD - INST SALARY	$ 30,770	$ 39,374	$ 8,604	28.0%
SLD - FICA/MEDICARE	$ 2,354	$ 3,012	$ 658	28.0%
SLD - TRA	$ 2,631	$ 3,445	$ 814	30.9%
SLD - GROUP HEALTH	$ -	$ 3,930	$ 3,930	NA
SLD - GROUP LIFE INSURANCE	$ 18	$ 18	$ -	0.0%
SLD - TSA MATCH	$ 281	$ 153	$ (128)	-45.6%
TOTAL	$ 36,054	$ 49,932	$ 13,878	38.5%
CURRICULUM IMPROVEMENT				
TEXTBOOKS	$ 75,000	$ 75,000	$ -	0.0%
TOTAL	$ 75,000	$ 75,000	$ -	0.0%
EDUCATIONAL MEDIA				
INSTRUCTIONAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
LIBRARY BOOKS	$ 2,500	$ 2,500	$ -	0.0%
TOTAL	$ 3,500	$ 3,500	$ -	0.0%
GUIDANCE				
SCHOOL COUNSELOR	$ 83,255	$ 57,691	$ (25,564)	-30.7%
FICA/MEDICARE	$ 5,408	$ 3,721	$ (1,687)	-31.2%
TRA	$ 6,304	$ 4,537	$ (1,767)	-28.0%
GROUP HEALTH	$ 7,512	$ 7,513	$ 1	0.0%
GROUP LIFE INSURANCE	$ 34	$ 34	$ -	0.0%
TSA MATCH	$ 1,024	$ 293	$ (731)	-71.4%
INSTRUCTIONAL SUPPLIES	$ 250	$ 250	$ -	0.0%
TOTAL	$ 103,787	$ 74,039	$ (29,748)	-28.7%
HIGH SCHOOL NURSE - COMPENSATORY				
LICENSED NURSING SERVICES	$ 19,200	$ 19,200	$ -	0.0%
FICA/MEDICARE	$ 1,423	$ 1,469	$ 46	3.2%
TRA	$ 1,642	$ 1,680	$ 38	2.3%
GROUP HEALTH	$ -	$ 3,072	$ 3,072	NA
GROUP LIFE INSURANCE	$ 16	$ 14	$ (2)	-12.5%
TOTAL	$ 22,281	$ 25,435	$ 3,154	14.2%
PSYCHOLOGICAL SERVICES				
FEES FOR SERVICES	$ 19,998	$ 19,998	$ -	0.0%
TOTAL	$ 19,998	$ 19,998	$ -	0.0%
VENDING				
VENDING SUPPLIES - MACHINE 1 & 2	$ 4,000	$ 4,000	$ -	0.0%
VENDING SUPPLIES - MACHINE 3	$ 1,000	$ 1,000	$ -	0.0%
VENDING SUPPLIES - MACHINE 4	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 6,000	$ 6,000	$ -	0.0%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - HIGH SCHOOL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SECONDARY	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
TECHNOLOGY SUPPORT				
NON INSTRUCTIONAL SUPPORT	$ 10,038	$ 10,841	$ 803	8.0%
FICA/MEDICARE	$ 767	$ 828	$ 61	8.0%
PERA	$ 753	$ 813	$ 60	8.0%
GROUP HEALTH INSURANCE	$ 1,404	$ 1,536	$ 132	9.4%
GROUP LIFE INSURANCE	$ 7	$ 7	$ -	0.0%
TOTAL	$ 12,969	$ 14,025	$ 1,056	8.1%
TOTAL SECONDARY	$ 3,677,779	$ 3,862,454	$ 184,675	5.0%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ALTERNATIVE PROGRAMS EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

AREA LEARNING CENTER	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
ALP GENERAL ED				
EXECUTIVE SALARIES	$ 51,786	$ 95,544	$ 43,758	84.5%
LICENSED CLASSROOM TEACHER	$ 229,140	$ 186,295	$ (42,845)	-18.7%
NON INSTRUCTIONAL SUPPORT	$ 8,339	$ 9,060	$ 721	8.6%
OTHER SALARY	$ 4,385	$ 4,385	$ -	0.0%
FICA/MEDICARE	$ 21,840	$ 23,347	$ 1,507	6.9%
PERA	$ 626	$ 679	$ 53	8.5%
TRA	$ 24,394	$ 26,586	$ 2,192	9.0%
GROUP HEALTH	$ 30,917	$ 32,854	$ 1,937	6.3%
GROUP LIFE INSURANCE	$ 144	$ 149	$ 5	3.5%
TSA MATCH	$ 3,427	$ 3,634	$ 207	6.0%
WORKERS COMPENSATION	$ 1,637	$ 1,719	$ 82	5.0%
FEES FOR SERVICES	$ 2,200	$ 2,200	$ -	0.0%
COMMUNICATIONS SERVICES	$ 3,663	$ 3,663	$ -	0.0%
UTILITIES	$ 3,002	$ 3,002	$ -	0.0%
REPAIRS AND MAINTENANCE	$ 500	$ 500	$ -	0.0%
BUSINESS TRAVEL	$ 200	$ 200	$ -	0.0%
INTERDEPARTMENTAL SERVICES	$ 22,300	$ 22,300	$ -	0.0%
GENERAL SUPPLIES	$ 500	$ 500	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 6,000	$ 6,000	$ -	0.0%
DUES & MEMBERSHIPS	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 416,000	$ 423,617	$ 7,617	1.8%
			$ -	NA
CAREER / TECHNICAL EDUCATION			$ -	NA
WORK BASED LEARNING - CTE	$ -	$ 11,000	$ 11,000	NA
TOTAL	$ -	$ 11,000	$ 11,000	NA
ALP COMPENSATORY			$ -	NA
ALP INSTRUCTIONAL SALARY	$ -	$ 11,000	$ 11,000	NA
TOTAL	$ -	$ 11,000	$ 11,000	NA
ALP SPECIFIC LEARNING DISABILITY				
LICENSED CLASSROOM TEACHER	$ 11,580	$ -	$ (11,580)	-100.0%
FICA/MEDICARE	$ 873	$ -	$ (873)	-100.0%
TRA	$ 991	$ -	$ (991)	-100.0%
GROUP HEALTH	$ 987	$ -	$ (987)	-100.0%
GROUP LIFE	$ 5	$ -	$ (5)	-100.0%
INSTRUCTIONAL SUPPLIES	$ 134	$ -	$ (134)	-100.0%
TOTAL	$ 14,570	$ -	$ (14,570)	-100.0%

PINE RIVER-BACKUS SCHOOLS
GENERAL FUND - ALTERNATIVE PROGRAMS EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

AREA LEARNING PROGRAM	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
ALP EMOTIONAL / BEHAVIOR DIS				
LICENSED CLASSROOM TEACHER	$ 1,544	$ -	$ (1,544)	-100.0%
FICA/MEDICARE	$ 117	$ -	$ (117)	-100.0%
TRA	$ 132	$ -	$ (132)	-100.0%
GROUP HEALTH	$ 132	$ -	$ (132)	-100.0%
TSA MATCH	$ 17	$ -	$ (17)	-100.0%
TOTAL	$ 1,942	$ -	$ (1,942)	-100.0%
ALP OTHER HEALTH DISABILITIES				
LICENSED CLASSROOM TEACHER	$ 4,632	$ -	$ (4,632)	-100.0%
FICA/MEDICARE	$ 349	$ -	$ (349)	-100.0%
TRA	$ 396	$ -	$ (396)	-100.0%
GROUP HEALTH	$ 395	$ -	$ (395)	-100.0%
GROUP LIFE INSURANCE	$ 2	$ -	$ (2)	-100.0%
TSA MATCH	$ 53	$ -	$ (53)	-100.0%
TOTAL	$ 5,827	$ -	$ (5,827)	-100.0%
TOTAL AREA LEARNING CENTER	$ 438,339	$ 445,617	$ 7,278	1.7%

NOTES:

ALP expenses increase $7,278 or 1.7% between budget cycles due to Salary/Benefit updates. Existing staff have been reallocated between budget categories to better reflect services offered in the ALP programming.

PINE RIVER-BACKUS SCHOOLS
FOOD SERVICE REVENUES
PRELIMINARY 2023-24 BUDGET

FOOD SERVICE REVENUE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
LUNCH PROGRAM				
STATE AID - LUNCH	$ 17,600	$ 71,031	$ 53,431	303.6%
FEDERAL REGULAR LUNCH	$ 84,500	$ 84,500	$ -	0.0%
FEDERAL FREE/REDUCED LUNCH	$ 226,900	$ 226,900	$ -	0.0%
LUNCH COMMODITIES	$ 47,000	$ 47,000	$ -	0.0%
INTEREST	$ 4,000	$ 4,000	$ -	0.0%
MISCELLANEOUS LOCAL REVENUES	$ 180	$ 180	$ -	0.0%
LUNCH SALES - STUDENTS	$ 80,000	$ -	$ (80,000)	-100.0%
TOTAL LUNCH PROGRAM	$ 460,180	$ 433,611	$ (26,569)	-5.8%
SUPPLY CHAIN ASSISTANCE				
PROGRAM REVENUE (FEDERAL)	$ 31,838	$ -	$ (31,838)	-100.0%
TOTAL SUPPLY CHAIN ASSISTANCE	$ 31,838	$ -	$ (31,838)	-100.0%
BREAKFAST PROGRAM				
BREAKFAST STATE AID	$ 10,150	$ 38,043	$ 27,893	274.8%
FEDERAL BREAKFAST	$ 97,900	$ 97,900	$ -	0.0%
TOTAL BREAKFAST PROGRAM	$ 108,050	$ 135,943	$ 27,893	25.8%
AFTER-SCHOOL SNACK PROGRAM				
PROGRAM REVENUE (FEDERAL)	$ 6,238	$ 6,238	$ -	0.0%
TOTAL AFTER-SCHOOL SNACK	$ 6,238	$ 6,238	$ -	0.0%
KINDERGARTEN MILK PROGRAM				
PROGRAM REVENUE (STATE)	$ 758	$ 758	$ -	0.0%
TOTAL KINDERGARTEN MILK	$ 758	$ 758	$ -	0.0%
ALA CARTE				
ALA CARTE	$ 1,500	$ 5,000	$ 3,500	233.3%
ALA CARTE - ADULT	$ 8,500	$ 8,500	$ -	0.0%
ALA CARTE CATERING FOOD SALES	$ 2,000	$ 2,000	$ -	0.0%
TOTAL ALA CARTE	$ 12,000	$ 15,500	$ 3,500	29.2%
TOTAL FOOD SERVICE REVENUE	$ 619,064	$ 592,050	$ (27,014)	-4.4%

NOTES:

Food Service Revenues are decreased $27,014 or 4.4% between budget cycles. For the 2022-23 school year, the district operated under standard free/reduced/paid lunch categories with corresponding reimbursement rates through State/Federal funding. With the 2022 Legislative Session, the State of Minnesota implemented Universal Free Meals for districts. Student meals will be free of charge regardless of income and the meals will be reimbursed through the new state funds. Estimates have been made based on information received through the MN Department of Food & Nutrition Services. Actual reimbursement totals may vary.

PINE RIVER-BACKUS SCHOOLS
FOOD SERVICE EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

FOOD SERVICE EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
LUNCH PROGRAM	$ 498,043	$ 534,064	$ 36,021	7.2%
BREAKFAST PROGRAM	$ 81,622	$ 92,635	$ 11,013	13.5%
AFTER SCHOOL SNACK PROGRAM	$ 3,794	$ 4,583	$ 789	20.8%
ALA CARTE	$ 21,458	$ 21,761	$ 303	1.4%
SUMMER LUNCH PROGRAM	$ 4,240	$ 4,491	$ 251	5.9%
TOTAL FOOD SERVICE EXPENSE	$ 609,157	$ 657,534	$ 48,377	7.9%

NOTES:

Food Service expenses are shown to increase $48,377 or 7.9% overall. All changes are due to salary/benefit contract settlements as well as an assumption that two open cook positions will be filled for the 2023-24 school year.

PINE RIVER-BACKUS SCHOOLS
FOOD SERVICE EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

FOOD SERVICE EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
LUNCH PROGRAM				
EXECUTIVE SALARIES	$ 36,511	$ 37,735	$ 1,224	3.4%
COOK SALARY	$ 110,059	$ 138,276	$ 28,217	25.6%
FICA/MEDICARE	$ 11,033	$ 13,444	$ 2,411	21.9%
PERA	$ 10,378	$ 13,201	$ 2,823	27.2%
GROUP HEALTH	$ 13,900	$ 15,206	$ 1,306	9.4%
GROUP LIFE INSURANCE	$ 173	$ 160	$ (13)	-7.5%
TSA MATCH	$ 1,299	$ 1,300	$ 1	0.1%
WORKER COMP INS.	$ 1,030	$ 1,082	$ 52	5.0%
FEES FOR SERVICES	$ 500	$ 500	$ -	0.0%
TELEPHONE	$ 475	$ 475	$ -	0.0%
UTILITIES	$ 9,545	$ 9,545	$ -	0.0%
REPAIR AND MAINTENANCE	$ 10,000	$ 10,000	$ -	0.0%
GENERAL SUPPLIES	$ 34,000	$ 34,000	$ -	0.0%
FOOD	$ 182,940	$ 182,940	$ -	0.0%
COMMODITIES	$ 45,000	$ 45,000	$ -	0.0%
MILK	$ 25,000	$ 25,000	$ -	0.0%
EQUIPMENT PURCHASED	$ 5,000	$ 5,000	$ -	0.0%
DUES AND MEMBERSHIPS	$ 1,200	$ 1,200	$ -	0.0%
TOTAL	$ 498,043	$ 534,064	$ 36,021	7.2%
BREAKFAST PROGRAM				
EXECUTIVE SALARIES	$ 4,057	$ 4,193	$ 136	3.4%
COOK SALARY	$ 19,155	$ 27,834	$ 8,679	45.3%
FICA/MEDICARE	$ 1,749	$ 2,446	$ 697	39.9%
PERA	$ 1,741	$ 2,402	$ 661	38.0%
GROUP HEALTH	$ 2,173	$ 2,938	$ 765	35.2%
GROUP LIFE INSURANCE	$ 38	$ 40	$ 2	5.3%
TSA MATCH	$ 209	$ 282	$ 73	34.9%
GENERAL SUPPLIES	$ 2,000	$ 2,000	$ -	0.0%
FOOD	$ 36,000	$ 36,000	$ -	0.0%
MILK	$ 14,500	$ 14,500	$ -	0.0%
TOTAL	$ 81,622	$ 92,635	$ 11,013	13.5%
AFTER SCHOOL SNACK PROGRAM				
COOK SALARY	$ 3,294	$ 3,980	$ 686	20.8%
FICA/MEDICARE	$ 252	$ 304	$ 52	20.6%
PERA	$ 248	$ 299	$ 51	20.6%
TOTAL	$ 3,794	$ 4,583	$ 789	20.8%
ALA CARTE				
COOK SALARY	$ 14,364	$ 14,623	$ 259	1.8%
FICA/MEDICARE	$ 1,093	$ 1,118	$ 25	2.3%
PERA	$ 1,078	$ 1,097	$ 19	1.8%
GROUP LIFE INSURANCE	$ 23	$ 23	$ -	0.0%
SUPPLIES	$ 200	$ 200	$ -	0.0%
FOOD	$ 4,500	$ 4,500	$ -	0.0%
MILK	$ 200	$ 200	$ -	0.0%
TOTAL	$ 21,458	$ 21,761	$ 303	1.4%
SUMMER LUNCH PROGRAM				
COOK SALARY	$ 3,686	$ 3,900	$ 214	5.8%
FICA/MEDICARE	$ 278	$ 298	$ 20	7.2%
PERA	$ 276	$ 293	$ 17	6.2%
TOTAL	$ 4,240	$ 4,491	$ 251	5.9%
TOTAL FOOD SERVICE EXPENSE	$ 609,157	$ 657,534	$ 48,377	7.9%

PINE RIVER-BACKUS SCHOOLS
TRANSPORTATION REVENUES
PRELIMINARY 2023-24 BUDGET

TRANSPORTATION REVENUE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
FEES	$ 9,032	$ 2,300	$ (6,732)	-74.5%
MISC LOCAL REVENUE	$ 1,500	$ 1,500	$ -	0.0%
SPEC ED GENERAL	$ 162,498	$ 174,414	$ 11,916	7.3%
GENERAL EDUCATION AID	$ 609,444	$ 636,131	$ 26,687	4.4%
NONPUB PUPIL TRANSPORT AID	$ 4,000	$ 4,000	$ -	0.0%
TOTAL TRANSPORTATION REVENUE	$ 786,474	$ 818,345	$ 31,871	4.1%

NOTES:

Transportation Revenues increase $31,871 between budget cycles. General Transportation Aid is based on changes in pupil units and allowances as set by the State of Minnesota for transportation. Special Education Transportation Revenues are adjusted as an exact offset of Special Education Transportation Expenses. Transportation Fees include district field trip costs and BiCAP Head Start payments for busing. BiCAP programming will be onsite for the 2023-24 school year. There will be no longer be fees for services to bus Head Start students to/from the Backus location.

PINE RIVER-BACKUS SCHOOLS
TRANSPORTATION EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

TRANSPORTATION EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
REGULAR TO AND FROM SCHOOL	$ 581,912	$ 615,431	$ 33,519	5.8%
ACTIVITY BUS TRANSPORATION	$ 1,083	$ 1,220	$ 137	12.7%
SPECIAL ED TRANSPORTATION	$ 162,498	$ 174,414	$ 11,916	7.3%
TRANSPORTATION CAPITAL	$ 130,000	$ 130,000	$ -	0.0%
TOTAL TRANSPORTATION EXPENSE	$ 875,493	$ 921,065	$ 45,572	5.2%

NOTES:

Transportation Expenses increase $45,572 or 5.2% overall.

Transportation salary/benefit lines show an overall increase of $27,572. Contract settlements for bus and van drivers are included. The budget assumes Special Education routes are running longer hours. Also increased are Fees for Services at $3,000 and Diesel Fuel at $15,000.

PINE RIVER-BACKUS SCHOOLS
TRANSPORTATION EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

TRANSPORTATION EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2023 PRELIM BUDGET $ CHG.	% CHG.
REGULAR TO AND FROM SCHOOL				
EXECUTIVE SALARIES	$ 50,000	$ 53,000	$ 3,000	6.0%
DRIVER SALARY	$ 332,716	$ 342,262	$ 9,546	2.9%
FICA/MEDICARE	$ 29,277	$ 30,219	$ 942	3.2%
PERA	$ 24,953	$ 26,243	$ 1,290	5.2%
GROUP HEALTH	$ 7,020	$ 7,680	$ 660	9.4%
GROUP LIFE INSURANCE	$ 55	$ 53	$ (2)	-3.6%
TSA MATCH	$ 567	$ 523	$ (44)	-7.8%
WORK COMP INS	$ 2,536	$ 2,663	$ 127	5.0%
FEES FOR SERVICES	$ 4,000	$ 7,000	$ 3,000	75.0%
COMMUNICATIONS SERVICES	$ 1,977	$ 1,977	$ -	0.0%
UTILITIES	$ 5,375	$ 5,375	$ -	0.0%
INSURANCE	$ 26,356	$ 26,356	$ -	0.0%
LABOR	$ 9,500	$ 9,500	$ -	0.0%
CONTRACTED TRANSPORTATION	$ 15,000	$ 15,000	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ (112,020)	$ (112,020)	$ -	0.0%
SUPPLIES	$ 50,000	$ 50,000	$ -	0.0%
GASOLINE	$ 25,000	$ 25,000	$ -	0.0%
TIRES/BATTERIES/TUBES	$ 6,000	$ 6,000	$ -	0.0%
DIESEL FUEL	$ 100,000	$ 115,000	$ 15,000	15.0%
DUES AND MEMBERSHIPS	$ 3,600	$ 3,600	$ -	0.0%
TOTAL	$ 581,912	$ 615,431	$ 33,519	5.8%
ACTIVITY BUS TRANSPORTATION				
DRIVER SALARY	$ 782	$ 900	$ 118	15.1%
FICA/MEDICARE	$ 57	$ 68	$ 11	19.3%
PERA	$ 59	$ 68	$ 9	15.3%
GROUP HEALTH	$ 184	$ 184	$ -	0.0%
GROUP LIFE INSURANCE	$ 1	$ -	$ (1)	-100.0%
TOTAL	$ 1,083	$ 1,220	$ 137	12.7%
SPECIAL ED TRANSPORTATION				
DRIVER SALARY	$ 69,502	$ 79,616	$ 10,114	14.6%
FICA/MEDICARE	$ 5,235	$ 6,077	$ 842	16.1%
PERA	$ 5,213	$ 5,971	$ 758	14.5%
GROUP HEALTH INSURANCE	$ 7,478	$ 7,680	$ 202	2.7%
GROUP LIFE INSURANCE	$ 70	$ 70	$ -	0.0%
INTERDEPARTMENTAL CHGBACK	$ 75,000	$ 75,000	$ -	0.0%
TOTAL	$ 162,498	$ 174,414	$ 11,916	7.3%
TRANSPORTATION CAPITAL				
BUS PURCHASE	$ 130,000	$ 130,000	$ -	0.0%
TOTAL	$ 130,000	$ 130,000	$ -	0.0%
TOTAL TRANSPORTATION EXPENSE	$ 875,493	$ 921,065	$ 45,572	5.2%

PINE RIVER-BACKUS SCHOOLS
COMMUNITY SERVICE REVENUES
PRELIMINARY 2023-24 BUDGET

COMMUNITY SERVICE REVENUE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
COMMUNITY SERVICE	$ 51,320	$ 52,548	$ 1,228	2.4%
YOUTH SPORTS	$ 12,500	$ 12,500	$ -	0.0%
EARLY CHILDHOOD FAMILY ED	$ 53,965	$ 56,778	$ 2,813	5.2%
SCHOOL READINESS	$ 184,418	$ 187,704	$ 3,286	1.8%
PRE-SCHOOL SCREENING	$ 2,667	$ 2,667	$ -	0.0%
DRIVER ED (CLASS / BEHIND THE WHEEL)	$ 12,420	$ 15,750	$ 3,330	26.8%
YOUTH DEVELOPMENT	$ 7,808	$ 7,808	$ -	0.0%
AFTER-SCHOOL YOUTH ENRICHMENT	$ 17,445	$ 17,445	$ -	0.0%
TOTAL COMMUNITY SERVICE REVENUE	$ 342,543	$ 353,200	$ 10,657	3.1%

NOTES:

Community Service Revenue is projected to increase $10,657 or 3.1% between budget cycles.

The district participates in the state's Voluntary Pre-K program and receives additional funding for any students attending all-day preschool. The funds are received and booked through the General Fund as state aid as is the case with K-12 students generating aid. An end-of-year transfer is made between the General Fund and the Community Education - School Readiness Fund to offset expenses generated by the all-day preschool program. The 2022-23 transfer is assumed to be $110,000 between funds.

The district has approval for Pathways II Early Learning Scholarships. The total allocation for each year is $45,150. Actual amount received is based on the number of family scholarship applications collected.

PINE RIVER-BACKUS SCHOOLS
COMMUNITY SERVICE REVENUES
PRELIMINARY 2023-24 BUDGET

COMMUNITY SERVICE REVENUE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
COMMUNITY SERVICE				
LEVY	$ 41,134	$ 42,319	$ 1,185	2.9%
CLASS FEES	$ 3,000	$ 3,000	$ -	0.0%
INTEREST	$ 6,000	$ 6,000	$ -	0.0%
DISPARITY REDUCTION AID	$ 99	$ 100	$ 1	1.0%
HMSTD/AG MARKET VALUE CREDIT	$ 1,087	$ 1,129	$ 42	3.9%
TOTAL	$ 51,320	$ 52,548	$ 1,228	2.4%
YOUTH SPORTS				
SPORTS FEES	$ 12,500	$ 12,500	$ -	0.0%
TOTAL	$ 12,500	$ 12,500	$ -	0.0%
EARLY CHILDHOOD FAMILY ED				
ECFE LEVY	$ 45,088	$ 48,619	$ 3,531	7.8%
ECFE AID	$ 8,877	$ 8,159	$ (718)	-8.1%
TOTAL	$ 53,965	$ 56,778	$ 2,813	5.2%
SCHOOL READINESS				
AID	$ 42,418	$ 45,704	$ 3,286	7.7%
EARLY LEARNING PATHWAYS II GRANT	$ 32,000	$ 32,000	$ -	0.0%
TRANSFER FROM OTHER FUND	$ 110,000	$ 110,000	$ -	0.0%
TOTAL	$ 184,418	$ 187,704	$ 3,286	1.8%
PRE-SCHOOL SCREENING				
PRE-SCHOOL SCREENING AID	$ 2,667	$ 2,667	$ -	0.0%
TOTAL	$ 2,667	$ 2,667	$ -	0.0%
DRIVER ED (CLASSROOM / BEHIND THE WHEEL)				
DRIVER ED CLASSROOM FEES	$ 4,320	$ 5,750	$ 1,430	33.1%
DRIVER ED BEHIND-THE WHEEL FEES	$ 8,100	$ 10,000	$ 1,900	23.5%
TOTAL	$ 12,420	$ 15,750	$ 3,330	26.8%
YOUTH DEVELOPMENT				
LEVY	$ 7,808	$ 7,808	$ -	0.0%
TOTAL	$ 7,808	$ 7,808	$ -	0.0%
AFTER-SCHOOL YOUTH ENRICHMENT				
LEVY	$ 14,445	$ 14,445	$ -	0.0%
CLASS FEES	$ 3,000	$ 3,000	$ -	0.0%
TOTAL	$ 17,445	$ 17,445	$ -	0.0%
TOTAL COMMUNITY SERVICE REVENUE	$ 342,543	$ 353,200	$ 10,657	3.1%

PINE RIVER-BACKUS SCHOOLS
COMMUNITY SERVICE EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

COMMUNITY SERVICE EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
COMMUNITY SERVICE	$ 106,632	$ 111,891	$ 5,259	4.9%
YOUTH SPORTS	$ 35,305	$ 35,416	$ 111	0.3%
EARLY CHILDHOOD FAMILY ED	$ 50,387	$ 52,989	$ 2,602	5.2%
EARLY PATHWAYS II GRANT	$ 35,036	$ 35,130	$ 94	0.3%
SCHOOL READINESS	$ 162,187	$ 164,810	$ 2,623	1.6%
PRESCHOOL SCREENING	$ 6,060	$ 6,060	$ -	0.0%
DRIVER ED-CLASSROOM	$ 2,928	$ 3,347	$ 419	14.3%
DRIVER ED-BEHIND THE WHEEL	$ 13,419	$ 13,419	$ -	0.0%
AFTER SCHOOL YOUTH ENRICHMENT	$ 3,500	$ 3,500	$ -	0.0%
TOTAL COMMUNITY SERVICE EXPENSE	$ 415,454	$ 426,562	$ 11,108	2.7%

NOTES:

Community Education expenses show an increase of $11,108 or 2.7% overall due to staff salary/benefit changes.

PINE RIVER-BACKUS SCHOOLS
COMMUNITY SERVICE EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

COMMUNITY SERVICE EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
COMMUNITY SERVICE				
SEC CLER OTH SAL	$ 61,759	$ 65,469	$ 3,710	6.0%
FICA/MEDICARE	$ 4,675	$ 4,898	$ 223	4.8%
PERA	$ 410	$ 477	$ 67	16.3%
TRA	$ 4,813	$ 5,172	$ 359	7.5%
GROUP HEALTH	$ 8,775	$ 9,600	$ 825	9.4%
GROUP LIFE INSURANCE	$ 44	$ 44	$ -	0.0%
TSA MATCH	$ 1,500	$ 1,500	$ -	0.0%
WORK COMP INS	$ 1,491	$ 1,566	$ 75	5.0%
FEES FOR SERVICES	$ 6,500	$ 6,500	$ -	0.0%
ADVERTISING / PROMOTION	$ 8,000	$ 8,000	$ -	0.0%
COMMUNICATIONS SERVICES	$ 1,515	$ 1,515	$ -	0.0%
INTERDEPT TRANSPORT CHGBK	$ 150	$ 150	$ -	0.0%
TRAVEL	$ 300	$ 300	$ -	0.0%
GENERAL SUPPLIES	$ 500	$ 500	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 500	$ 500	$ -	0.0%
DUES	$ 700	$ 700	$ -	0.0%
BUILDING USE CHARGEBACK	$ 5,000	$ 5,000	$ -	0.0%
TOTAL	$ 106,632	$ 111,891	$ 5,259	4.9%
YOUTH SPORTS				
DIRECTOR SALARY	$ 16,687	$ 16,687	$ -	0.0%
SEC CLER OTH SAL	$ 420	$ 420	$ -	0.0%
FICA/MEDICARE	$ 1,166	$ 1,249	$ 83	7.1%
PERA	$ 40	$ 40	$ -	0.0%
TRA	$ 1,432	$ 1,460	$ 28	2.0%
GROUP HEALTH	$ 1,734	$ 1,734	$ -	0.0%
GROUP LIFE INSURANCE	$ 8	$ 8	$ -	0.0%
TSA MATCH	$ 68	$ 68	$ -	0.0%
FEES FOR SERVICES	$ 3,750	$ 3,750	$ -	0.0%
ENTRY FEES/STUDENT TRAVEL	$ 4,000	$ 4,000	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 6,000	$ 6,000	$ -	0.0%
TOTAL	$ 35,305	$ 35,416	$ 111	0.3%
EARLY CHILDHOOD FAMILY ED				
TEACHER SALARY	$ 15,162	$ 15,162	$ -	0.0%
AIDE SALARY	$ 19,330	$ 20,965	$ 1,635	8.5%
EXTENDED TIME	$ 400	$ 400	$ -	0.0%
FICA/MEDICARE	$ 2,502	$ 2,687	$ 185	7.4%
PERA	$ 1,450	$ 1,572	$ 122	8.4%
TRA	$ 1,330	$ 1,330	$ -	0.0%
GROUP HEALTH	$ 8,561	$ 9,221	$ 660	7.7%
GROUP LIFE INSURANCE	$ 42	$ 42	$ -	0.0%
TSA MATCH	$ 110	$ 110	$ -	0.0%
TRANSPORTATION CHARGEBACK	$ 500	$ 500	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 50,387	$ 52,989	$ 2,602	5.2%

PINE RIVER-BACKUS SCHOOLS
COMMUNITY SERVICE EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

COMMUNITY SERVICE EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
EARLY CHILDHOOD PATHWAYS II GRANT				
PATHWAYS II - TEACHER SALARY	$ 12,665	$ 12,665	$ -	0.0%
PATHWAYS II - LIC INSTR SUPPORT	$ 15,231	$ 15,231	$ -	0.0%
PATHWAYS II - FICA	$ 1,947	$ 1,947	$ -	0.0%
PATHWAYS II - TRA	$ 2,214	$ 2,214	$ -	0.0%
PATHWAYS II - HEALTH INS	$ 1,901	$ 1,926	$ 25	1.3%
PATHWAYS II - GROUP LIFE INS	$ 9	$ 9	$ -	0.0%
PATHWAYS II - TSA MATCH	$ 69	$ 138	$ 69	100.0%
PATHWAYS II - SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 35,036	$ 35,130	$ 94	0.3%
SCHOOL READINESS				
TEACHER SALARY	$ 98,641	$ 98,641	$ -	0.0%
AIDE SALARY	$ 19,859	$ 21,277	$ 1,418	7.1%
FICA/MEDICARE	$ 9,065	$ 9,099	$ 34	0.4%
PERA	$ 1,489	$ 1,596	$ 107	7.2%
TRA	$ 8,434	$ 8,631	$ 197	2.3%
GROUP HEALTH	$ 18,963	$ 19,623	$ 660	3.5%
GROUP LIFE INSURANCE	$ 90	$ 90	$ -	0.0%
TSA MATCH	$ 646	$ 853	$ 207	32.0%
FEES FOR SERVICES	$ 4,000	$ 4,000	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 162,187	$ 164,810	$ 2,623	1.6%
PRESCHOOL SCREENING				
TEACHER SALARY	$ 2,865	$ 2,865	$ -	0.0%
INSTR AIDE SAL	$ 631	$ 631	$ -	0.0%
LICENSED NURSE	$ 715	$ 715	$ -	0.0%
FICA/MEDICARE	$ 324	$ 324	$ -	0.0%
PERA	$ 47	$ 47	$ -	0.0%
TRA	$ 278	$ 278	$ -	0.0%
FEES FOR SERVICES	$ 200	$ 200	$ -	0.0%
ECS GENERAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	6,060	6,060	$ -	0.0%
DRIVER ED-CLASSROOM				
TEACHER SALARY	$ 2,440	$ 2,790	$ 350	14.3%
FICA/MEDICARE	$ 183	$ 213	$ 30	16.4%
TRA	$ 205	$ 244	$ 39	19.0%
INSTRUCTIONAL SUPPLIES	$ 100	$ 100	$ -	0.0%
TOTAL DRIVER ED-CLASSROOM	$ 2,928	$ 3,347	$ 419	14.3%

PINE RIVER-BACKUS SCHOOLS
COMMUNITY SERVICE EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

COMMUNITY SERVICE EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
DRIVER ED-BEHIND THE WHEEL				
TEACHER SALARY	$ 10,000	$ 10,000	$ -	0.0%
FICA/MEDICARE	$ 764	$ 764	$ -	0.0%
TRA	$ 855	$ 855	$ -	0.0%
REPAIRS AND MAINTENANCE	$ 800	$ 800	$ -	0.0%
GENERAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 13,419	$ 13,419	$ -	0.0%
AFTER SCHOOL YOUTH ENRICHMENT				
FEES FOR SERVICES	$ 2,500	$ 2,500	$ -	0.0%
INSTRUCTIONAL SUPPLIES	$ 1,000	$ 1,000	$ -	0.0%
TOTAL	$ 3,500	$ 3,500	$ -	0.0%
TOTAL COMMUNITY SERVICE	$ 415,454	$ 426,562	$ 11,108	2.7%

PINE RIVER-BACKUS SCHOOLS
OPERATING CAPITAL REVENUES
PRELIMINARY 2023-24 BUDGET

OPERATING CAPITAL REVENUE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
OPERATING CAPITAL LEVY	$ 190,917	$ 199,679	$ 8,762	4.6%
OPERATING CAPITAL INTEREST	$ 1,000	$ 1,000	$ -	0.0%
OPERATING CAPITAL STATE AID	$ 39,660	$ 21,769	$ (17,891)	-45.1%
MDE APPROVED TRANSFER - TO OPER CAPITAL	$ 435,000	$ -	$ (435,000)	-100.0%
LONG TERM FACILITIES MAINTENANCE LEVY	$ 179,262	$ 141,389	$ (37,873)	-21.1%
ARPA FUNDS - CASS COUNTY	$ -	$ 265,016	$ 265,016	NA
TOTAL OPERATING CAPITAL REVENUE	$ 845,839	$ 628,853	$ (216,986)	-25.7%

NOTES:

Operating Capital Revenues are generated through the Certified 2022 Pay 2023 Levy and State Aid.

With the 2023-24 budget, the district will see a total of $365,978 in Long Term Facilities Maintenance Revenue. The district issued bonds to fund the High School Office/Entrance/Hallways renovations. A levy adjustment of $192,334 is made between the General Fund and Debt Service to cover the amount of principal/interest payments on the LTFM bond. The Revenue shown above is the remainder of LTFM levy funding for capital projects with prior year adjustments.

Construction plans have been approved for a Health Services Addition to the main building as well as a remodel of the Elementary DCD Classroom. Construction starts June 2023 with an anticipated completion Fall 2023. Financing for the project will be a combination of district ESSER III funds, Cass County ARPA funds, and School Board authorized Committed for Construction funds. The Revised 2022-23 Budget included a $435,000 transfer from the General Fund to a Committed for Construction account. There is no such transfer planned for 2023-24. Additional funding of $265,016 through Cass County's ARPA Funds have been secured as well. These funds will reimburse the district for expenses on the Health Services Addtion.

PINE RIVER-BACKUS SCHOOLS
OPERATING CAPITAL EXPENSE SUMMARY
PRELIMINARY 2023-24 BUDGET

CAPITAL EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
BUILDING IMPROVEMENTS	$ 204,000	$ 498,398	$ 294,398	144.3%
FEDERALLY FUNDED PROJECTS - ESSER	$ 238,015	$ 1,100,999	$ 862,984	362.6%
TECHNOLOGY	$ 79,100	$ 79,100	$ -	0.0%
LONG TERM FACILITY MAINTENANCE	$ 102,000	$ 413,615	$ 311,615	305.5%
TOTAL OPERATING CAPITAL EXPENSE	$ 623,115	$ 2,092,112	$ 1,468,997	235.8%

NOTES:

Operating Capital expenses increase $1,468,997 or 235.8% between budget cycles. A portion of the district's Federal ESSER II COVID funds will finance the majority of a Health Services Addition with construction to begin June 2023. The Revised 2022-2023 Budget included project costs through June 30, 2023. The Preliminary 2023-24 Budget covers the balance of construction costs. Also being completed the summer of 2023 is an upgrade to the main building's fire alarm system funded through LTFM.

Planned Operating Capital projects include:

	Prelim	
Operating Capital Projects:		
Campus Branding	$ 25,000	
Loading Dock/Sidewalk Concrete	$ 20,000	
Health Services / DCD Furniture	$ 20,000	
Replace Door Frame by Elem & Commons	$ 6,100	
Volleyball Standards Performance Gym	$ 11,000	
HS Band Room - Door Hardware	$ 3,500	
Classroom Furniture (annual)	$ 15,000	
Maintenance/Bus Garage Truck	$ 63,000	Capital
	$ 163,600	
Committed for Construction		
DCD Classroom Remodel / Health Services Addn	$ 334,798	Committed
	$ 334,798	
Federally Funded Projects - ESSER		
Health Services Addition Year 1 of 3	$ 1,100,999	Federal
	$ 1,100,999	
Technology Projects:		
Total Tech Capital Budget	$ 79,100	Technology
	$ 79,100	
Long Term Facilities Maintenance Projects:		
Fire Alarm System - Districtwide	$ 238,715	
5/6 Hallway Lockers	$ 52,000	
Variable Fan Controls Elem HVAC	$ 16,900	
AC Units - Elem Classrooms 108, 109, 110	$ 24,000	
Ceiling Tile - Elem Halls/Library/Restrooms	$ 25,000	
H&S Projects - Annual	$ 27,000	
Deferred Maintenance Projects - Annual	$ 30,000	LTFM
	$ 413,615	

PINE RIVER-BACKUS SCHOOLS
OPERATING CAPITAL EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

CAPITAL EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
DISTRICTWIDE CAPITAL				
EXPENSES - COMMITTED ACCOUNT	$ 30,000	$ 334,798	$ 304,798	1016.0%
DISTRICT WIDE BUILDING IMPROVEMENTS	$ 65,000	$ 100,600	$ 35,600	54.8%
FACILITIES	$ 42,000	$ -	$ (42,000)	-100.0%
GENERAL EQUIPMENT	$ 67,000	$ 63,000	$ (4,000)	-6.0%
TOTAL	$ 204,000	$ 498,398	$ 294,398	144.3%
FEDERALLY FUNDED PROJECTS				
SECURITY CAMERA UPGRADE (Year 1)	$ -	$ -	$ -	NA
SECURITY CAMERA UPGRADE (Year 2)	$ 38,015	$ -	$ (38,015)	-100.0%
HEALTH SERVICES ADDITION - ESSER III	$ 200,000	$ 1,100,999	$ 900,999	450.5%
TOTAL	$ 238,015	$ 1,100,999	$ 862,984	362.6%
TECHNOLOGY				
TECHNOLOGY EQUIPMENT INSTRUCTIONAL	$ 79,100	$ 79,100	$ -	0.0%
TOTAL	$ 79,100	$ 79,100	$ -	0.0%
LONG TERM FACILITY MAINTENANCE				
PHYSICAL HAZARD CONTROL - H&S	$ 2,500	$ 2,500	$ -	0.0%
HAZARDOUS SUBSTANCE - H&S	$ 7,500	$ 7,500	$ -	0.0%
HEALTH & SAFETY MGMT - H&S	$ 4,500	$ 4,500	$ -	0.0%
ASBESTOS - H&S	$ 2,500	$ 2,500	$ -	0.0%
FIRE CODE COMPLIANCE - H&S	$ 10,000	$ 10,000	$ -	0.0%
FIRE CODE COMPLIANCE - FIRE ALARM SYSTEM	$ -	$ 238,715	$ 238,715	NA
BLDG HARDWARE & EQUIP	$ -	$ 52,000	$ 52,000	NA
INTERIOR SURFACES	$ 20,000	$ 25,000	$ 5,000	25.0%
MECHANICAL	$ 25,000	$ 40,900	$ 15,900	63.6%
SITE GROUNDS - DEF MAINT	$ 15,000	$ 15,000	$ -	0.0%
BUILDINGS - DEF MAINT	$ 15,000	$ 15,000	$ -	0.0%
TOTAL	$ 102,000	$ 413,615	$ 311,615	305.5%
TOTAL OPERATING CAPITAL	$ 623,115	$ 2,092,112	$ 1,468,997	235.8%

PINE RIVER-BACKUS SCHOOLS
BUILDING CONSTRUCTION REVENUES / EXPENSES
PRELIMINARY 2023-24 BUDGET

BUILDING CONSTRUCTION REVENUE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
EARNED INVESTMENTS	$ -	$ -	$ -	NA
SALE OF BONDS	$ -	$ -	$ -	NA
LTFM TRANSFER FROM OTHER FUNDS	$ -	$ -	$ -	NA
TRANSFER FROM OTHER FUNDS	$ -	$ -	$ -	NA
TOTAL BUILDING CONSTRUCTION REVENUE	$ -	$ -	$ -	NA

NOTES:

There are no new funding sources planned for 2023-24 Building Construction projects.

BUILDING CONSTRUCTION EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
CONSTRUCTION FEES FOR SERVICES	$ -	$ -	$ -	NA
BUILDINGS - OTHER	$ -	$ -	$ -	NA
FUND TRANSFERS OUT	$ -	$ -	$ -	NA
TOTAL BUILDING CONSTRUCTION EXPENSE	$ -	$ -	$ -	NA

NOTES :

There are no bonded construction projects planned for 2023-24. All construction projects are budgeted through the General Fund and paid for with Federal, State and Local funding sources.

PINE RIVER-BACKUS SCHOOLS
DEBT SERVICE REVENUES / EXPENSES
PRELIMINARY 2023-24 BUDGET

DEBT SERVICE REVENUE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
LEVY	$ 554,999	$ 554,514	$ (485)	-0.1%
MISCELLANEOUS TAX	$ -	$ -	$ -	NA
INTEREST	$ 5,000	$ 5,000	$ -	0.0%
DISPARITY REDUCTION AID	$ 504	$ 485	$ (19)	-3.8%
HMSTD & AG MKT VALUE CREDIT	$ 5,564	$ 5,663	$ 99	1.8%
SCHOOL BUILDING BOND AG CREDIT	$ 40,205	$ 40,968	$ 763	1.9%
EARN INVESTMENT - MN B&T QZAB	$ 22,300	$ 22,300	$ -	0.0%
TOTAL DEBT REDEMPTION REVENUE	$ 628,572	$ 628,930	$ 358	0.1%

NOTES:

Debt Service Revenues are funded primarily through the 2022 Pay 2023 Levy and are based on actual amounts paid on outstanding debt. Earn Investment lines cover interest earned on the district's QZAB bond.

DEBT SERVICE EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
PRINCIPAL PAYMENTS	$ 428,121	$ 438,121	$ 10,000	2.3%
INTEREST EXPENSE	$ 101,280	$ 88,068	$ (13,212)	-13.0%
FEES	$ 3,310	$ 3,445	$ 135	4.1%
TOTAL DEBT REDEMPTION EXPENSE	$ 532,711	$ 529,634	$ (3,077)	-0.6%

NOTES:

Principal Payments include the 2009 QZAB Bond payment of $48,121.09, the 2017 LTFM Bond payment of $125,000, the 2020A General Obligation Bond of $50,000 and the 2020B Refunding Bond of $215,000.

Interest Payments include the 2017 LTFM Bond payment of $35,025, the 2020A General Obligation Bond of $9,113 and the 2020B Refunding Bond of $47,055. Payments are made in two installments August 2023 and February 2024.

Fees for Services includes fees paid for the processing and servicing of all district bonds.

PINE RIVER-BACKUS SCHOOLS
SCHOLARSHIP FUND REVENUES
PRELIMINARY 2023-24 BUDGET

SCHOLARSHIP REVENUE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
GOOD CITIZENSHIP				
INTEREST	$ -	$ -	$ -	NA
TOTAL	$ -	$ -	$ -	NA
GORDON AND VELVA MARSHALL				
INTEREST	$ 300	$ 300	$ -	0.0%
TOTAL	$ 300	$ 300	$ -	0.0%
ALFRED WEISE				
INTEREST	$ 85	$ 85	$ -	0.0%
TOTAL	$ 85	$ 85	$ -	0.0%
ELIZABETH REIGHARD & CALVIN FILLINGS				
INTEREST	$ 75	$ 75	$ -	0.0%
DONATIONS	$ 300	$ -	$ (300)	-100.0%
TOTAL	$ 375	$ 75	$ (300)	-80.0%
LCF EVELYN W. BERG				
DONATIONS	$ 2,800	$ 2,800	$ -	0.0%
TOTAL	$ 2,800	$ 2,800	$ -	0.0%
SHEILA JOAN ANDERSON				
INTEREST	$ 15	$ 15	$ -	0.0%
TOTAL	$ 15	$ 15	$ -	0.0%
DENNIS HEEMSTRA MEMORIAL SCHOLARSHIP				
INTEREST	$ 3,000	$ 3,000	$ -	0.0%
TOTAL	$ 3,000	$ 3,000	$ -	0.0%
PR-B SCHOLARSHIP				
INTEREST	$ 75	$ 75	$ -	0.0%
DONATIONS	$ 27,500	$ 27,500	$ -	0.0%
TOTAL	$ 27,575	$ 27,575	$ -	0.0%
EVAN LINDQUIST MEMORIAL SCHOLARSHIP				
INTEREST	$ 400	$ 400	$ -	0.0%
TOTAL	$ 400	$ 400	$ -	0.0%
EARL & VIOLET FENTON SCHOLARSHIP				
INTEREST	$ 60	$ 60	$ -	0.0%
TOTAL	$ 60	$ 60	$ -	0.0%
TOTAL SCHOLARSHIP FUND REVENUE	$ 34,610	$ 34,310	$ (300)	-0.9%

NOTES:

All Scholarship revenue is funded through donations or interest earned on invested accounts.

PINE RIVER-BACKUS SCHOOLS
SCHOLARSHIP EXPENSE DETAIL
PRELIMINARY 2023-24 BUDGET

SCHOLARSHIP EXPENSE	REVISED BUDGET 2022-23	PRELIMINARY BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.
GORDON AND VELVA MARSHALL	$ 2,000	$ 5,000	$ 3,000	150.0%
ALFRED WEISE	$ 250	$ 2,500	$ 2,250	900.0%
ELIZABETH REIGHARD & CALVIN FILLINGS	$ 500	$ 500	$ -	0.0%
LCF EVELYN W. BERG	$ -	$ 5,000	$ 5,000	NA
SHEILA JOAN ANDERSON	$ 1,000	$ 1,000	$ -	0.0%
DENNIS HEEMSTRA	$ 14,000	$ 20,000	$ 6,000	42.9%
PRB SCHOLARSHIP	$ 24,100	$ 34,500	$ 10,400	43.2%
EVAN LINDQUIST MEMORIAL SCHOLARSHIP	$ 12,000	$ 4,000	$ (8,000)	-66.7%
EARL & VIOLET FENTON	$ -	$ 1,000	$ 1,000	NA
TOTAL SCHOLARSHIP FUND EXPENSE	$ 53,850	$ 73,500	$ 19,650	36.5%

NOTES:

Scholarship Expenses include all scholarships awarded at the May 2023 Scholarship Awards ceremony. These scholarships are paid upon successful completion of the first semester at a post-secondary institution. Any variance between Preliminary and Revised Budgets account for scholarships not claimed by the March 31st deadline.

The PRB Scholarship expense line includes the Pine River-Backus Scholarship Drawing, Crow Wing Power Scholarships, Steve & Tammy Cox Scholarships, STRIVE Scholarships, Sigler Scholarships and Backus Legion Scholarships and various other scholarships processed through the district.

PINE RIVER-BACKUS SCHOOLS
STUDENT ACTIVITY FUND
PRELIMINARY 2023-24 BUDGET

STUDENT ACTIVITY FUND	START BALANCE 7/1/2022	ACTIVITY 2022-2023 Revenue	ACTIVITY 2022-2023 Expense	NET ACTIVITY 2022-2023	PROJECTED BALANCE 6/30/2023
		Updated 5/31/2023			
ACCOUNTS:					
Elem Choir	$ 7,396	$ -	$ -	$ -	$ 7,396
Elem Sped - Z Fund	$ 1,416	$ -	$ -	$ -	$ 1,416
Elem Hoops	$ 720	$ -	$ (720)	$ (720)	$ -
Elementary General	$ 2,917	$ 1,411	$ (194)	$ 1,216	$ 4,133
Elem Student Council	$ 418	$ -	$ (343)	$ (343)	$ 75
Elem Yearbook	$ 6,519	$ 190	$ (587)	$ (397)	$ 6,122
Jim Tehennepe	$ 8,018	$ -	$ -	$ -	$ 8,018
HELP Fund	$ 10,209	$ 6,200	$ (1,022)	$ 5,178	$ 15,387
Greg Jadwin	$ 7,823	$ 660	$ (3,214)	$ (2,554)	$ 5,269
ALC	$ 431	$ -	$ (208)	$ (208)	$ 223
Concessions	$ 3,185	$ -	$ -	$ -	$ 3,185
Business Prof of America	$ 4,143	$ -	$ -	$ -	$ 4,143
French	$ 231	$ 537	$ (99)	$ 438	$ 669
HS Choir	$ 2,627	$ 350	$ (47)	$ 303	$ 2,930
Band	$ 1,120	$ 1,465	$ (1,415)	$ 50	$ 1,170
Special Education	$ 2,416	$ -	$ -	$ -	$ 2,416
Elem Sped - 5/6 Lucky Bobbers	$ 334	$ -	$ -	$ -	$ 334
Football	$ 7,226	$ 1,611	$ (4,255)	$ (2,644)	$ 4,582
Boys Basketball	$ 5,721	$ 4,813	$ (8,145)	$ (3,332)	$ 2,388
Girls Basketball	$ 4,409	$ 1,669	$ (3,873)	$ (2,204)	$ 2,205
Wrestling	$ 5,598	$ 10,378	$ (17,459)	$ (7,081)	$ (1,483)
Baseball	$ 2,465	$ 1,561	$ (1,091)	$ 470	$ 2,935
Cross Country	$ 674	$ 689	$ (100)	$ 589	$ 1,263
Boys Golf	$ 342	$ 1,824	$ (617)	$ 1,207	$ 1,548
Girls Golf	$ 1,048	$ 2,048	$ (872)	$ 1,176	$ 2,224
Track	$ 2,612	$ 452	$ (2,219)	$ (1,767)	$ 844
Volleyball	$ 6,613	$ 4,757	$ (5,121)	$ (364)	$ 6,249
Travel Volleyball	$ 1,709	$ 4,450	$ (5,270)	$ (820)	$ 889
Cheer	$ -	$ 4,169	$ (1,956)	$ 2,213	$ 2,213
Softball	$ 92	$ 1,040	$ (593)	$ 447	$ 539
Dance	$ 5,224	$ -	$ -	$ -	$ 5,224
Band/Choir Fundraiser	$ 37,569	$ 97,527	$ (109,854)	$ (12,327)	$ 25,242
Musical/Drama	$ 3,519	$ 1,997	$ (796)	$ 1,201	$ 4,720
Robotics	$ 9,419	$ 350	$ (1,355)	$ (1,005)	$ 8,413
AD General	$ 15,676	$ -	$ (4,000)	$ (4,000)	$ 11,676
Class Accounts	$ 4,932	$ 9,832	$ (6,562)	$ 3,270	$ 8,202
High School General	$ 143	$ 457	$ (421)	$ 36	$ 179
Student Council	$ 1,771	$ 2,743	$ (3,851)	$ (1,108)	$ 663
National Honor Society	$ 69	$ 3,897	$ (3,082)	$ 815	$ 884
HS Yearbook	$ -	$ 5,805	$ (3,250)	$ 2,555	$ 2,555
Speech	$ 2,737	$ 350	$ (381)	$ (31)	$ 2,706
7/8 Book Club	$ 42	$ 199	$ (80)	$ 118	$ 160
PROM	$ 4,658	$ 7,077	$ (6,767)	$ 310	$ 4,968
TOTAL STUDENT ACTIVITY FUND	$ 184,188	$ 180,506	$ (199,819)	$ (19,313)	$ 164,875

PRELIMINARY 2023-24 BUDGET SUPPLEMENTAL - REVENUES

	REVISED BUDGET 2022-22	PRELIM BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.	PAGE # REFERENCE
TOTAL GENERAL FUND REVENUE	**$ 10,342,651**	**$ 11,979,653**	**$ 1,637,002**	**15.8%**	**6**
Local Revenues					
Levy - General, CTE, Safe Schools	$ 850,689	$ 699,275	$ (151,414)	-17.8%	7
Special Education Aid	$ 1,413,064	$ 1,413,064	$ -	0.0%	7
State Revenues					
General Education Aid	$ 5,487,256	$ 5,609,203	$ 121,947	2.2%	7
Special Education Aid	$ 1,413,064	$ 1,800,704	$ 387,640	27.4%	7
Compensatory Aid	$ 598,063	$ 1,439,194	$ 841,131	140.6%	7-8
Federal Revenues					
Title I - II - IV Programs	$ 347,592	$ 351,756	$ 4,164	1.2%	7
COVID 19 Funds	$ 568,166	$ 989,649	$ 421,483	74.2%	7
TOTAL FOOD SERVICE REVENUE	**$ 619,064**	**$ 592,050**	**$ (27,014)**	**-4.4%**	**44**
Local					
Student Lunch Sales	$ 80,000	$ -	$ (80,000)	-100.0%	44
State					
Lunch	$ 17,600	$ 71,031	$ 53,431	303.6%	44
Breakfast	$ 10,150	$ 38,043	$ 27,893	NA	44
Federal					
Supply Chain Assistance COVID	$ 31,838	$ -	$ (31,838)	NA	44
TOTAL TRANSPORTATION REVENUE	**$ 786,474**	**$ 818,345**	**$ 31,871**	**4.1%**	**47**
Fees for Transportation Services	$ 9,032	$ 2,300	$ (6,732)	-74.5%	47
Special Education Transportation Aid	$ 162,498	$ 174,414	$ 11,916	7.3%	47
General Education Transportation Aid	$ 609,444	$ 636,131	$ 26,687	4.4%	47
TOTAL COMMUNITY SERVICE REVENUE	**$ 342,543**	**$ 353,200**	**$ 10,657**	**3.1%**	**50**
Levy - Community Ed & ECFE	$ 86,222	$ 90,938	$ 4,716	5.5%	51
Aid - ECFE & SR	$ 51,295	$ 53,863	$ 2,568	5.0%	51
Class Fees - Drivers Ed & Behind the Wheel	$ 12,420	$ 15,750	$ 3,330	26.8%	51
TOTAL OPERATING CAPITAL REVENUE	**$ 845,839**	**$ 628,853**	**$ (216,986)**	**-25.7%**	**56**
Levy - Operating Capital & LTFM	$ 370,179	$ 341,068	$ (29,111)	-7.9%	56
Aid - Operating Capital	$ 39,660	$ 21,769	$ (17,891)	-45.1%	56
Transfer from Other Funds	$ 435,000	$ -	$ (435,000)	NA	56
ARPA Funds - Cass County	$ -	$ 265,016	$ 265,016	NA	56
TOTAL BUILDING CONSTR. REVENUE	**$ -**	**$ -**	**$ -**	**NA**	**59**
TOTAL DEBT REVENUE	**$ 628,572**	**$ 628,930**	**$ 358**	**0.1%**	**60**
SCHOLARSHIP TOTAL	**$ 34,310**	**$ 34,310**	**$ -**	**0.0%**	**61**
STUDENT ACTIVITY FUND	**$ -**	**$ -**	**$ -**	**NA**	**63**
OVERALL REVENUE TOTAL - ALL FUNDS	**$ 13,599,453**	**$ 15,035,341**	**$ 1,435,888**	**10.6%**	

PRELIMINARY 2023-24 BUDGET SUPPLEMENTAL - EXPENSES

	REVISED BUDGET 2022-22	PRELIM BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.	PAGE # REFERENCE
DISTRICTWIDE TOTAL	**$ 2,842,998**	**$ 2,470,699**	**$ (372,299)**	**-13.1%**	**10**
Districtwide Salary/Benefits	$ 1,230,432	$ 1,287,053	$ 56,621	4.6%	11-14
Legal Fees for Services	$ 15,000	$ 30,000	$ 15,000	NA	12
Transfer to Other Funds	$ 545,000	$ 110,000	$ (435,000)	NA	14
ELEMENTARY TOTAL	**$ 4,163,495**	**$ 4,274,518**	**$ 111,023**	**2.7%**	**15**
Elementary Salary / Benefits					
General Education	$ 1,817,742	$ 1,336,966	$ (480,776)	-26.4%	17-24
Federal COVID	$ 15,275	$ 14,077	$ (1,198)	-7.8%	17-24
Compensatory	$ 369,923	$ 822,519	$ 452,596	122.3%	17-24
Learn & Development	$ 238,484	$ 177,785	$ (60,699)	-25.5%	17-24
Gifted & Talented	$ 12,027	$ 11,930	$ (97)	-0.8%	17-24
Title I	$ 282,949	$ 320,908	$ 37,959	13.4%	17-24
Title II	$ 52,328	$ 37,830	$ (14,498)	-27.7%	17-24
Special Education	$ 1,059,836	$ 1,242,991	$ 183,155	17.3%	17-24
LCTS Collaboration	$ 73,657	$ 80,213	$ 6,556	8.9%	17-24
Subtotal Elementary Salary / Benefits	*$ 3,922,221*	*$ 4,045,219*	*$ 122,998*	*3.1%*	
HIGH SCHOOL TOTAL	**$ 3,677,779**	**$ 3,862,454**	**$ 184,675**	**5.0%**	**25**
High School Salary / Benefits					
General Education	$ 1,983,979	$ 1,736,389	$ (247,590)	-12.5%	28-41
Federal COVID - ESSER II	$ 126,115	$ -	$ (126,115)	-100.0%	28-41
Compensatory	$ 214,218	$ 489,032	$ 274,814	128.3%	28-41
Third Party Billing	$ 36,054	$ 49,932	$ 13,878	38.5%	28-41
Post Season Coaching	$ 21,777	$ 21,777	$ -	0.0%	28-41
Special Education	$ 701,365	$ 880,373	$ 179,008	25.5%	28-41
LCTS Collaboration	$ 37,999	$ 109,373	$ 71,374	187.8%	28-41
Career/Tech Education	$ 58,848	$ 94,280	$ 35,432	60.2%	28-41
Subtotal High School Salary / Benefits	*$ 3,180,355*	*$ 3,381,156*	*$ 200,801*	*6.3%*	
ALC PROGRAM TOTAL	**$ 438,339**	**$ 445,617**	**$ 7,278**	**1.7%**	**42**
ALC Salary/Benefits	$ 398,974	$ 406,252	$ 7,278	1.8%	42-43
FOOD SERVICE TOTAL	**$ 609,157**	**$ 657,534**	**$ 48,377**	**7.9%**	**45**
Food Service Salary/Benefits	$ 238,097	$ 286,474	$ 48,377	20.3%	46
TRANSPORTATION	**$ 875,493**	**$ 921,065**	**$ 45,572**	**5.2%**	**48**
Transportation Salary / Benefits	$ 535,705	$ 563,277	$ 27,572	5.1%	49
Fees for Services	$ 4,000	$ 7,000	$ 3,000	75.0%	49
Diesel Fuel	$ 100,000	$ 115,000	$ 15,000	15.0%	49
COMMUNITY ED TOTAL	**$ 415,454**	**$ 426,562**	**$ 11,108**	**2.7%**	**52**
Community Ed Overall Salary/Benefits	$ 364,439	$ 375,547	$ 11,108	3.0%	53-55

PRELIMINARY 2023-24 BUDGET SUPPLEMENTAL - EXPENSES

	REVISED BUDGET 2022-22	PRELIM BUDGET 2023-24	2023 REVISED BUDGET VS 2024 PRELIM BUDGET $ CHG.	% CHG.	PAGE # REFERENCE
CAPITAL TOTAL	**$ 623,115**	**$ 2,092,112**	**$ 1,468,997**	**235.8%**	**57**
Building Improvements	$ 204,000	$ 498,398	$ 294,398	144.3%	58
Federal COVID Funds - Security Cameras	$ 38,015	$ -	$ (38,015)	NA	58
Federal COVID Funds - Health Services Add'n	$ 200,000	$ 1,100,999	$ 900,999	NA	58
Technology	$ 79,100	$ 79,100	$ -	0.0%	58
Long Term Facility Maintenance	$ 102,000	$ 174,900	$ 72,900	71.5%	58
LTFM - Fire Alarm System Replacement	$ -	$ 238,715	$ 238,715	NA	58
CONSTRUCTION TOTAL	**$ -**	**$ -**	**$ -**	**NA**	**59**
DEBT SERVICE TOTAL	**$ 532,711**	**$ 529,634**	**$ (3,077)**	**-0.6%**	**60**
SCHOLARSHIP TOTAL	**$ 53,850**	**$ 73,500**	**$ 19,650**	**36.5%**	**62**
STUDENT ACTIVITY FUND	**$ -**	**$ -**	**$ -**	**NA**	**63**
OVERALL EXPENSE TOTAL - ALL FUNDS	**$ 14,232,391**	**$ 15,753,695**	**$ 1,521,304**	**10.7%**	

516.5 OVERDOSE MEDICATION

[Note: School districts are not required to adopt a policy on the use of emergency drugs for the treatment of drug-related overdoses. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of a prescription medication, particularly to an individual to whom it was not prescribed. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)[1], and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.

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

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

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

having such addiction forming or addiction sustaining liability.

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

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

1. Administration type

2. Dosage

3. Date of issuance

4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

A. District Collaborative Planning and Implementation Team

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

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

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

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

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

   b. Require school district employees to contact a school district

healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;

c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and

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

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

B. Site Planning Teams

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

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

C. School District Staff

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

V. NALOXONE STORAGE

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

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

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

information to aid public health and safety as determined in the procedures and guidelines.

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

VI. Privacy Protections

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

Legal References:
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 152.212 (Labeling of Prescription Drug Containers)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

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

203.6 CONSENT AGENDAS

I. PURPOSE

The purpose of this policy is to allow the use of a consent agenda.

II. GENERAL STATEMENT OF POLICY

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

III. CONSENT AGENDAS

A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.

B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.

C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.

D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)

Cross References: MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

603 CURRICULUM DEVELOPMENT

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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

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

IV. District Advisory Committee

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

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

C. The district advisory committee shall pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes section 124D.59, subdivision 2 and 2a.

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

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

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

2. district assessments,

3. means to improve students' equitable access to effective and more diverse teachers, and

4. program evaluations.

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

V. School Site Team

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual

budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. Curriculum Development Process

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

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

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

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

4. Provide a program for ongoing monitoring of student progress.

5. Provide for specific, particular, and special needs of all members of the student community.

6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.

7. Integrate required and elective course standards in the scope and sequence of the district curriculum.

8. Meet all applicable requirements of the Minnesota Department of Education and federal law.

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

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

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

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

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

605 ALTERNATIVE EDUCATIONAL SERVICES

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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

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

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

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions)

Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

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

610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).

2. The school board acknowledges and supports the efforts of booster clubs

and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.

B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.

D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.

1) If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2) An employee must obtain pre approval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If pre approval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definitions)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards)

Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Pine River-Backus School District 2174 Local Literacy Plan
Pine River, MN 56474

Updated spring 2023

Introduction

Pine River-Backus School District 2174 has developed the Local K-3 Literacy Plan to ensure that Pine River-Backus students will be reading well by the end of third grade. This plan was developed in collaboration with the Elementary Leadership Team, Title I teachers, and administration. This plan was originally created and approved by the Pine River-Backus School Board on June 18, 2012. The plan has been revised several times by the Elementary Leadership Team and approved again in July 2022 by the Pine River-Backus School Board.

Statement of goals or objectives defining how reading will be ensured for ALL students in ~~grades Kindergarten through grade three~~ in each grade level.

Pine River-Backus School District 2174 will ensure that all students are proficient readers by the end of third grade. Proficiency will be determined by the use of norm referenced screening and diagnostic data that is developmentally appropriate. We will disaggregate data from our district and MDE to monitor student progress, interpret this data, and make instructional decisions based on scientifically based reading research (SBRR). This data, along with formative assessments will be reviewed in an ongoing process to evaluate our core literacy instruction and its effectiveness on ALL students and changes will be made as needed.

Statement of processes to assess students' level of reading proficiency including assessments used, how proficiency is determined and when assessments are administered

Progress monitoring is conducted bi-weekly with strategic and intensive level students using FastBridge fluency measures. Star testing is given 3 times a year for benchmarking in grades 3-6 and additional times throughout the year as needed to gather information on student learning. We also use Formative Assessment System for Teachers (FAST) with our kindergarten-4th Grade students. All of the information collected is to make instructional decisions including monitoring if interventions are working.

In addition, if a student is not achieving at a rate to meet their goal after receiving Tier I and Tier II interventions for 6-8 weeks, a teacher may refer the student to our Multi Tiered Systems of Support (MTSS) team. This team analyzes the student's academic performance and makes suggestions on how to move forward.

Assessment	Assessment Type	Areas Assessed	Purpose for Assessment	Test Proctor	Grade Used	Schedule	Target Score/Cut Scores
TS Gold Assessment	Benchmark, Screening	Oral Language, Reading, Math	Instructional Decisions and development	Classroom Teacher	Pre-K	Fall, Spring	National Norm References
Formative Assessment System for Teachers "FAST" K-4.	Benchmarking, Screening, Diagnostic	Oral Language Development		Paraprofessional Interventionist Staff	K-4	Fall, Winter, Spring	National Norm References
~~Fountas and Pinnell Literacy Benchmark~~	~~Benchmark Diagnostic~~	~~Word decoding, Fluency, Comprehension~~	~~Zone of Proximal Development. Instructional Decisions~~	~~Classroom, Special Education and Title Teachers~~	~~1-4 K (spring)~~	~~Fall, Spring (winter non grade level)~~	~~Norm Referenced~~
~~Benchmark Advanced (2-6)~~	~~Curriculum Based, Weekly common formative assessments and common standardized summative assessment rubrics~~	~~Listening/Reading Comprehension, Phonics/Spelling, High-Frequency Words-use and recognition, Robust Vocabulary, Grammar, Writing to a Prompt, Oral Reading Fluency~~	~~Instructional Decisions~~	~~Teacher~~	~~2-6~~	~~ongoing~~	~~grade level~~
FAST (K-4)	Benchmark, Screening, Diagnostic, Progress Monitoring	K- K- LN, LS, PS, OS, CP, NW, SW, OLF 1- LS, NW, PS, NW, SW, ORF 2-4 ORF	Early Literacy -Reading Fluency	Paraprofessional Interventionist Staff	K-4	Fall, Winter, Spring	National Norm References
STAR Reading and Math	Benchmark, Screening,Progress monitoring	Comprehension State Standard Mastery	Measure Growth. Instructional Decisions	Classroom, Special Education	2-6	Fall, Winter, Spring	National Norm Referenced
MCA Reading 3-6	Summative	State Standard Mastery	State Mandate / Instructional Decisions	Classroom and Special Education Teachers	Grade 3-6	Spring	State Criteria

Assessment results will be shared with parents at the fall and winter parent/teacher conferences. MCA test results are also mailed home. Classroom teachers will continuously review assessment data and problem solve as needed for individual students. I. Parents can support literacy practices by utilizing parent group meetings, conferences, online resources, and take-home reading programs.

Multi-Tiered System of Support/Aligned Curriculum and instruction:

Pine River-Backus Elementary School uses a standards-based, teacher created, cross-curricular themed curriculum in grades K-1 along with ~~leveled library~~ a variety of literature and multiple online resources for our core instruction. We use Benchmark Advanced Literacy Curriculum for grades 2-6. We use a ~~Balanced Literacy framework,~~ structured literacy framework in grades K-4 that incorporates whole group, small group, and independent practice opportunities for students. Our K-4 students receive 120 minutes of daily literacy instruction. Within this time, teachers ~~do guided reading and~~ differentiate instruction to meet the individual needs of our students, including focused writing instruction. We use the Marzano Instructional Framework for our delivery model. ~~There is an additional 30 minute Writer's Workshop block in some of our grades to support literacy development and Minnesota State Standards in writing. Other grades embed this into their literacy block.~~ Pine River-Backus embraces a Multi-Tiered System of Support approach in our literacy delivery model. General education and most special education students are taught core literacy at their grade level. Students who do not meet benchmark on district assessments may receive supplemental instruction and intervention.

I. Curriculum is aligned to common core state standards and Learning goals are posted and communicated to students

II. Multiple data points and sources used in instructional decisions

III. Additional intense intervention for tier 2 students, provided by highly qualified and trained teachers

IV. Support for teachers to meet students needs in place, including instructional collaborating and Professional Learning Communities

V. Data is used to determine the appropriate instruction and interventions based on Scientifically Based Reading Instruction (SBRR) and the following fundamentals of literacy

A. Oral Language Development

B. Phonemic Awareness

C. Phonics

D. Fluency

E. Vocabulary

F. Comprehension

G. Motivation

Intervention And Supports

When a student is still struggling after receiving the instruction stated above, PRB offers additional interventions. Diagnostic assessments are used to determine and target what an individual student's academic needs are. The following chart details these services.

Intervention	Focus	Person Providing Services	Minutes per Week	Determination Criteria	Progress Monitoring Tool	Progress Monitoring Frequency
Read Naturally	Fluency	Paraprofessional	75	FastBridge National Norm. cut scores	FAST Bridge	Bi-Weekly
Words Their Way	Developmental Spelling, Phonics, Fluency	Teachers	75-150	Developmental Spelling Assessment	WTW Spelling Assessments	Weekly
Leveled Literacy Intervention	Phonics, Fluency, Comprehension, Writing	Classroom, Title 1 and Special Ed. Teachers	120-150	Fountas and Pinnell BAS	Fountas and Pinnell IRI	3 Times a year
Spire	Decoding, Phonics/fluency	Title 1 and Special Ed. Teachers	150	FastBridge National Norm. cut scores.	FAST Bridge	Bi-monthly
Rewards	Multisyllabic word ID	Classroom Teacher, Title 1 and Special Ed. Teachers	75-150	FastBridge National Norm. cut scores.	FAST Bridge Rewards Fluency Passages	Bi-monthly
Let's Talk About It	Oral Language Development	Classroom, Title 1 and Special Ed. Teachers	75	Mondo Oral Language Assessment (possibly looking at FastBridge OLF screener)	Mondo Oral Language Assessment (possibly looking at FastBridge OLF screener)	3 x per year (Fall, Winter, Spring)
PRESS	Phonics, Fluency, Phonemic Awareness	Title I	75	Below National Norm Cut Score	FastBridge, PRESS	Bi-weekly 3/year
UFLI	Decoding, Phonics/fluency	Title 1 and Special Ed. Teachers	150	FastBridge National Norm. cut scores.	FAST Bridge	Weekly

English Language Learner Students (ELL)

Pine River-Backus Elementary School has very few EL students. However, we are fortunate to have a licensed ELL teacher on staff. This teacher supports the needs of ELL students in the general education setting by pulling them out of the classroom for small group and/or individual instruction, and provides appropriate supplemental instruction based on their individual needs. The students are tested each year using the ACCESS for ELL's assessment.

Job-Embedded Professional Development:

Our district has a systematic plan for professional development. Based on student performance data, teachers and administration prioritize areas of professional growth needed to enhance teacher effectiveness. Professional development is delivered in the forms of District-wide staff development, break-out sessions focused on content areas, and technology, High school, Middle School, and Elementary Leadership Teams, Professional Learning Communities (PLC's), weekly grade level collaboration, and new teacher mentorship programs. In addition, off site professional development is attended and the information is shared with teachers on site.

Pine River-Backus elementary teachers meet a minimum of 1 hour each month in grade level teams to collaborate and analyze student achievement data. This information is used for determining grouping and instructional needs. Special education and Title one teachers are available to attend meetings as needed to share effective instructional strategies in the areas of core instruction, interventions, and scientifically based reading best practices.

The Elementary Leadership Team provides professional insight and guidance regarding effective instructional and curricular programs. This team is in charge of formulating and articulating the district's strategic directives, developing the building school action plan and monitoring the teacher development and evaluation plan. Our Elementary Leadership Team tries to also support the Implementation Science and fidelity in instructional initiatives using Plan-Do-Study-Act (PDSA) analysis as needed to respond to school improvement plan goals. Additional responsibilities include providing leadership, peer collaborating and facilitating assigned PLCs.

Student Handbook
2023-2024

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Website: www.prbschools.org

This handbook is available on our website. Should you need a paper copy, please contact the elementary office by calling 218-587-4447

Board of Education	***Superintendent***	***Principal***
~~Mrs. Katy Botz~~ Mrs. Leslie Bouchonville Mrs. Wanda Carlson Mr. Chris Cunningham Mr. Roger Hoplin Mrs. Nikki Linsten-Lodge Mr. David Sheley Mr. Ryan Trumble	Mr. Jonathan Clark 587-8081	Mr. Rick Aulie 587-8309

updated 6/1/22

PRINCIPAL'S MESSAGE

Dear Parents/Guardians and Students:

It is my pleasure to welcome you to Pine River-Backus Elementary School. The faculty and staff join me in saying we are happy to have you as part of the Pine River-Backus family. We know this will be a successful and satisfying year for you all! PRB Elementary is a caring and kind school community focused on high achievement for all of our students. Please know we are committed to work tirelessly to ensure that this learning environment is safe, fun, and positive for your student! Thank you for choosing Pine River-Backus Elementary as the school to educate your child.

The pages of this handbook are filled with important information regarding school policies and procedures. I encourage parents and students to take time to review the contents together. If you have questions that remain unanswered after reading the handbook, please call the school office. We feel that open, clear, and consistent communication between school and home is important to the success of our educational program.

In addition, we feel that the handbook will serve as a helpful reference for parents as they seek to provide support at home. Pine River-Backus parents are partners in educating the children of our community.

We welcome your participation and support during the school year. Working together, we will be able to reach our collective and individual goals. We look forward to celebrating the achievements of our students with you.

Yours Together in Education,

Richard W. Auile
Principal

WELCOME TO
PINE RIVER-BACKUS ELEMENTARY SCHOOL!
Tiger Pride: Hear our ROAR!

At Pine River-Backus Elementary School, students and staff practice Tiger Pride. To show Tiger Pride is to give our ROAR and be:

Responsible, On-Task, Always Safe, Respectful

District Mission Statement:

The mission of the Pine River-Backus School District is to **T**each and **I**nspire students to **G**row, **E**xcel, **R**each, and **S**ucceed in partnership with our learning community.

District Vision Statement:

To be a "Destination District" focused on shaping the leaders of tomorrow through independence, creativity, and growth.

What is PBIS?

Positive Behavior Interventions and Support is a systematic approach focusing on teaching and supporting appropriate school behavior for all students in the school. PBIS is a proactive approach to school-wide discipline. The result is a continuum of positive behavior support for all students, where:

- Behavioral Expectations are Defined
- Behavioral Expectations are Taught
- Appropriate Behaviors are Acknowledged
- Behavioral Errors are Corrected Proactively

The students of Pine River-Backus Elementary are taught the appropriate behaviors and the school's expectations in the classroom, hallways, locker area, playground, bathroom, cafeteria, library, computer labs, bus, assemblies, and at arrival and dismissal time. Our school-wide behavior expectations are listed on the next page.

Pine River-Backus Elementary School-wide Behavior Expectations - ROAR
ROAR Matrix may be updated to reflect COVID-19 safety procedures & guidelines

	Responsible	On-Task	Always Safe	Respectful
Classroom	•Tell the truth •Work well in groups •Clean up •Complete daily jobs/ work	•Come to class prepared •Give your best effort •Stay focused	•Follow directions •Use materials appropriately •Walk *Use Body Basics	•Take turns •Listen •Use appropriate voice level •Use appropriate language.
Hallway/ Locker Area	•Walk quietly •Keep hallways clean •Keep locker area clean	•Walk to your destination •Have teacher permission	•Keep to the right •Walk •Stop at corners	•Keep hands/feet to self •Close locker doors quietly
Playground	•Stay in boundaries •Report broken equipment •Put equipment away •Put litter in garbage can	•Stop when the whistle blows •Be active •Be a good sport	•Use equipment properly •Line up calmly and quickly •Dress for the weather •Follow rules	•Talk, Walk away, Rock-paper-scissors •Treat equipment properly •Include others •Follow and listen to adults •Use appropriate language.
Bathroom	•Quickly and quietly take care of business •Flush •Shut off sinks •Report problems to an adult	•Use bathroom appropriately and efficiently •Return immediately to learning	•Respect privacy •Use toilet or urinal •Wash with soap and dry hands	•Keep bathroom clean •Use quiet voices
Cafeteria	•Follow directions from adults •Leave area clean •Remember lunch money reminders •Dump trays appropriately	•Begin eating immediately •Keep hands and feet to self	•Eat only the food on your tray •Sit on your bottom •Keep mouth closed when chewing •Walk at all times	•Say please and thank you •Include others •Use quiet voices and kind words •Try new foods
Library/ Comp. Lab	•Bring back books by due date in good condition •Follow directions •Use a ruler when you remove a book from the shelf	•Check out books before leaving •Keep organized and tidy •Work on assigned tasks	•Log-in and log-out correctly •Keep password and personal information private	•Use equipment and materials correctly •Whisper •Use good manners
Arrival/ Dismissal	•Take care of belongings (backpack, locker) •Be on time •Visit quietly in the main hall while waiting to enter at 8:10	•Eat breakfast promptly •Enter classroom by 8:25 •Exit building by 3:05	•Have bus pass ready •Walk slowly •Carry/wear backpack appropriately •Store loose papers in backpack	•Enter and leave building quietly •Greet/say good-bye to others •Listen to adults
Assembly	•Be on time •Sit so that all can see •Voices off	•Pay attention to the speaker •Participate when asked •Answer questions appropriately	•Enter and exit following hallway procedures •Stay seated in assigned area •Wait until it is your turn to exit •Walk quietly down the bleachers	•Listen and watch the speaker •Use appropriate applause •Show appreciation
Bus	•Be ready and on time •Keep the bus clean •Take care of belongings	•Sit and face forward in seat, feet down •Leave bus promptly at your stop and go directly to destination	•Follow bus safety rules •Keep hands and feet to self •Report problems to the bus driver	•Listen to the bus driver •Use a quiet voice and kind words •Greet and thank the bus driver

2023-2024
PINE RIVER-BACKUS ELEMENTARY SCHOOL CALENDAR

August 8-19	Summer School (8:30-11:30)
August 22-25	Kindercamp (8:00-11:45)
August 30	Fall Orientation - Grades K-4 (8:00-3:20) by appt.
August 31	Fall Orientation - Grades K-4 (12:00-7:20)by appt.
August 31	Open House Grades 5 & 6 (5:00)
September 5	NO SCHOOL - Labor Day
September 6	First Day of School
October 20-21	NO SCHOOLl (Education MN Conference)
November 4	End of 1st Quarter
November 7	NO SCHOOL (Teacher Professional Development)
November ? TBD - by appt.	Parent/Teacher Conferences
November 24-25	NO SCHOOL (Thanksgiving Break)
December 22-23	NO SCHOOL for KINDERGARTENERS
December 26-January 2	NO SCHOOL (Winter Break)
January 3	Classes Resume
January 16	NO SCHOOL(Teacher Professional Development)
January 18	End of 2nd Quarter & 1st semester
February 20	NO SCHOOL (Teacher Professional Development)
March 17	End of 3rd Quarter
March 20-24	NO SCHOOL (Spring Break)
April ? TBD - by appt.	Parent/Teacher Conferences
April 7	NO SCHOOL - Good Friday
May 26	Last Day of School - Graduation
May 30	Teacher Workday (FULL DAY)
May 31	Teacher Workday (HALF DAY)

~~COVID-19~~

- ~~See Pine River-Backus "PRB Schools COVID-19 Preparedness Plan" for procedures, safety guidelines, procedures, and more information related to the COVID-19 Pandemic.~~

ATTENDANCE

Children need to be in class in order to get the very best possible education. Our intent is to work with you in providing the best possible education for your children. Research shows that the importance of daily attendance will provide them with the best possible education. It is our intent to be fair and consistent with students in all buildings within the district when handling attendance.

Absences should only be for illness or very important family events. A doctor's statement may be requested by the building principal when illness interferes with the child's achievement.

- **If your child has missed school, or will be missing school for any reason, you must call the office before 9:00 a.m. on the day of your child's absence to verify.** If there is no notification by this time, the absences will be considered an unexcused absence. If you do not call, the school will call your home. Communication must be made between parent and school by phone or in writing for all absences.

- Even if the school has called your home, a note is requested for:
  - Being tardy
  - Being absent
  - Going anywhere except home after school. (Examples: Visiting friends; Going to birthday parties; Going to Grandma's house; Taking a different bus, etc.)

- If your child reports after 9:30, it will be considered a morning absence. If your child leaves at 2:00 or before, it will be considered an afternoon absence.

- If your child misses one hour or more of instructional time, morning or afternoon, it is considered an absence.

- Lunch hour/recess is considered non-instructional time. Parents may check their children out in the office during this time and it will not be counted as an absence if he/she is returned before the lunch/recess time is over.

NOTE: Please check your child's homeroom schedule for lunch/recess times.

TARDINESS

- Tardiness is an extremely negative habit because it is harmful to the teaching/learning process. Tardiness interrupts the progress of the entire class each time it occurs and results in a loss of instructional time.

- Students will be considered tardy if they enter school after 8:25 and before 9:30. If they leave school between 2:05 and 3:10 in the afternoon, it will be considered an early out, equal to a tardy.

- Two unexcused tardies will be considered as a half-day absence.

- Four unexcused tardies will be considered as a whole day absence.

Excused absences may include, but are not limited to the following:

- Illness: Illness of a student is an acceptable excuse for missing school. A doctor's note may be required for excessive illness(es) beyond 5 consecutive school days. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

- Emergency: A family emergency such as death, fire, flood, etc.

- Vacations: Family trips are normally excused if the trip is with parents or guardians. Prior approval from the principal is required and student academic performance may be considered.

- Appointments: Parents are urged to make dental and medical appointments and other prearranged absences for their children outside of the school day if possible. If a student is taken for a doctor or dentist appointment during noon or recess and returned to school, the student will not be counted absent.

- Religious instruction offered through release time.

- School sponsored activities.

- Pine River-Backus School uses a collaborative response to student attendance issues that may arise. The school district collaborates with families to the best of our ability to support their needs of students. In the event a student attendance issue arises, the school will consult with Cass County Health Human and Veteran Services, our Cass County Attorney, and Cass County Probation per state statute.
    - The information below serves to establish a common understanding and clear stakeholder interventions that will engage, inform, and plan with parents and students to address statutorily required educational needs.
    - Pine River-Backus schools has established a School Attendance Review Board pursuant to Minnesota Statute § 260A.05. Our Attendance Review Board includes a variety of stakeholders that have developed a plan to promote interagency and community cooperation and to reduce the duplication of services for students with school attendance. Cass County has committed a Probation Officer and Social Worker to attend our established School Attendance Review Boards.

- Pine River-Backus Schools will use the protocol and procedures below to monitor and handle student attendance.
    1. Child starts displaying a pattern of absences or has up to 3 days unexcused absences (Includes Early Identification), the following school interventions take place.
        a. Teacher takes attendance and verifies per the school's policy.
        b. Student/Parent contacts- Contacts with Parents at elementary level and students AND parents at middle school and high school level
        c. Elementary students can be engaged with to build rapport, however identification of barriers and solutions to those barriers should occur with the parent.
        d. For Middle School and High School students, planning can be done with both students and parents.
        e. Staff will clearly explain the process of how attendance will be taken.
        f. Staff will identify barriers to student's attendance.
        g. Staff will develop strategies with students and parents about removing barriers (transportation, video games, bus schedule, alarm clock, technology/connectivity,

family dynamics during COVID, living arrangements, learning space in the home, cultural barriers, etc.)

h. Staff will make plans with students and/or parents about how to get the child to school.
i. Staff will provide alternative options for how students can attend during the day if applicable.
j. Staff will create a plan for how a student can attend if technology fails to work.
k. Staff will make and document any referrals made for:
    i. Homelessness- make referral to homeless liaison
    ii. Mental Health- refer to school counselor or school social worker
    iii. Medical concern - indicate medical concern and document referrals to school nurse
    iv. Cultural – refer student to appropriate Diversity Liaison (if applicable)
l. County requires cultural liaisons to be connected with families before county involvement will occur.
m. Identify and address cultural barriers, such as reading and comprehending written English versus a conversation in English. Encourage students to get involved in community activities and build relationships with at least one positive adult support in the school.
n. Checking the student's history for chronic absenteeism.

State and County Truancy Intervention Policy

Pine River-Backus Schools will send a 3-day letter to students that have 3 days unexcused absence (do not have to be consecutive). Letters are statutorily required, per Minnesota Statutes § 260A.03

A child meets "Habitual Truant" definition of 7 or more unexcused absences
*(5-11 years) – 7 FULL days unexcused
*(12-17 years) – 7 periods on 7 separate days

- School Interventions:
    - Continued communication with students and parents about attendance concerns
    - Positively reinforcing the child when/if they do come or participate in school
    - Continued work with Attendance Teams and problem solving. Follow up and revisions to any intervention plan or IEP.

Pine River-Backus Schools will send a 7-day letter to parent explaining concerns and potential of sending referral to Cass County Social Services

- Ensure all prior required and recommended interventions have been completed
- Interventions expected to be taken by the school prior to reporting to child protection include, but are not limited to:

*Phone calls, texts, emails with parent and/or student
*Face to face contact with parents and/or student
*Confirming students are still in the district
*Identifying any and all appropriate supports to ensure families have access to classes, which may include mental health referrals, transportation, referrals to childcare, and financial resources.

Pine River-Backus may refer the matter to the County Attorney's Truancy Mediation Program. This is a program authorized by Minnesota Statute § 260A.07 that allows staff from the County Attorney's Office to meet with parents and the student to discuss the possible legal consequences of truancy. This meeting is voluntary on the part of the parents and student and entirely educational. The referral should be made before the matter is referred to social services and the school should continue efforts to work with the parents and student. If truancy issues continue after this meeting and continued efforts by the school, then

the matter could then be referred to social services. If a referral is ultimately made to social services, the school should still continue to work with the parents and student and provide updates to social services.

The complete Student Attendance Policy 503 is available in the elementary office or online.

CONTACTING OR REMOVING A STUDENT DURING SCHOOL HOURS

- Parents are always welcome to visit Pine River-Backus Elementary School. We require that all visitors register in the school office and get a name badge and lanyard before going to the classrooms. If it should be necessary for a parent to contact a child during school hours, this must be done THROUGH THE SCHOOL OFFICE.
- **Do not go directly to the classroom with messages, lunches, money, etc.** These should be left in the office for the students. You may be asked to present a form of identification when picking up a child at the school if office staff do not recognize you or anyone else picking the student up. Please do not feel offended if we ask you for this. We want to keep your children safe.
- Parents may not text or call their child's cell phone to make arrangements to pick up their student. Your child is not allowed to use a cell phone during school and would be subject to school discipline if they use their phone to communicate with their parents.
- If it is necessary for a parent or guardian to remove a student before the end of the school day, the student must be signed out of the District Office. No student will be able to leave his/her classroom until the office has notified the teacher that the parent/guardian is in the office. All phone calls requesting students be dismissed will be redirected to the office. Teachers may have students ready to leave, however, students must wait in their classroom until notified. Students must be signed out in the office before leaving. If the student is not signed out, the student's absence will be considered the same as truant. In the case that a parent or guardian is suspected of alcohol or drug use, or under the influence, authorities may be called. Pine River-Backus Schools realizes that in today's world there are individual cases of custodial rights of parents. Divorce and custody rights can be hard for the school to sort out. When there are questions, local police authorities will be called. Please ensure that papers are on file in the office regarding these cases and who is allowed to pick up your child. Remember to send notes if something changes regarding custody arrangements.

FIELD TRIPS

- On occasion, classrooms may take educational field trips off campus. Field trips offer the opportunity to bring real-world learning experiences to our students and to enhance curriculum.
- Our teachers will always follow all of our safety protocols when taking students off campus.
- Students are expected to follow our school rules and ROAR expectations when on a field trip. In the event a student has a major behavior violation (fighting, running/hiding from the class, leaving the designated area, etc.) parents will be called and expected to make arrangements to pick their student up.
- Parents are required to sign the school field trip permission form that is sent home with their student.

BACKPACKS

- Students in grades 5 and 6 are not allowed to carry backpacks from class to class.
- Backpacks should remain in their locker at all times unless accommodations are necessary. In this event, the administration will need to approve this. This is for safety and consistency reasons.

SCHOOL HOURS

- School begins at 8:25 a.m. for all students
- The Elementary School dismisses on a staggered dismissal schedule to keep traffic safe and

efficient. The dismissal schedule is as follows:

- 1st Grade 3:04
- 2nd Grade: 3:06
- 3rd Grade: 3:08
- 4th Grade: 3:10
- Kindergarten: 3:12
- 5th/6th Grade: 3:15
- 3:10 p.m. for grades K-4 and 3:15 p.m. for 5/6

ARRIVAL TIME

- The elementary school does not provide morning supervision until 7:30am. Students are encouraged to not arrive at the building before 7:45am. If a pattern is noticed by a specific student or family and/or we have documented behavior concerns with your child arriving early, the parent(s) will be called for a conference. For your child's safety, he/she cannot be in the building when supervision is not scheduled.
- Students wishing to eat breakfast may enter the cafeteria at 7:45am
- Students are not allowed to enter the elementary part of our building until 8:00 a.m.

BUILDING SECURITY

- In order to ensure the safest learning environment possible, our building access for students in grades K-6 is limited to one district office entrance (door 33). This door is locked and you will need to be let in. Check with the office for information regarding access.
- Parents of early childhood students (ages 4 and under) may enter through door 26 in our Early Childhood Center. Students ages kindergarten and over need to be dropped off at door 33. This is for safety and security reasons.

TRANSPORTATION

- Any general changes in transportation of a student need to be communicated through the Transportation Director, Charity Crannel at 587-2026. Questions or concerns regarding behavioral or safety issues also need to be addressed through the Transportation Director. School bus rules are listed on ~~pages 10-11.~~ the following pages.
- All transportation rules procedures are governed by our district transportation policy. It is a privilege to ride the bus. Students that do not follow the bus safety rules and our ROAR expectations may have a bus referral written. These students are subject to discipline by the building principal. This may include losing the privilege of riding the bus.

CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR*

- Consequences for school bus/bus stop misconduct will be imposed by the building principal. Serious misconduct may be reported to the Department of Public Safety and may be reported to local law enforcement.

CONSEQUENCES OF POOR BUS CONDUCT*

Elementary (preK-6)

- 1st Offense - Warning by driver to student and a discipline slip may be mailed home and parent may be called.
- 2nd Offense - A discipline slip may be mailed home. A parent will be called.
- 3rd Offense - 3 school day suspension from riding the bus may be issued.
- 4th Offense - 5 school day suspension from riding the bus may be issued.
    - Further offenses will be individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

- In or out of school suspension may be established by school officials

Note: Students must be in attendance at school during the days of bus suspension.

Other Discipline

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

- Records of school bus/bus stop misconduct will be forwarded to the individual's school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety. Records will also be maintained in the transportation office.

- ***Evening Route***
  - If a student performs an act that obviously jeopardizes the safe operation of the bus on the evening route, the building principal in consultation with the transportation department may suspend the student from riding the bus the next morning. The principal will notify the parents and transportation director of this action.- If this is a substitute driver, he/she must also notify the regular driver. A written report shall also be filled out and delivered to the transportation director immediately following the next morning's route detailing the incident. Riding privileges may not be reinstated until a conference is held with the driver, parent, child and administrator.

*****RULES ON THE BUS (ROAR EXPECTATIONS)***

- Responsible: Be ready and on time, keep the bus clean, take care of belongings.
- On-Task: Sit and face forward in seat, feet down, leave bus promptly and go to your destination.
- Always Safe: Follow bus safety rules, keep hands and feet to self, report problems to the bus driver.
- Respectful: Listen to the bus driver directions, use a quiet voice/kind words, greet and thank the bus driver.
- Bus Safety Rules:
  - Keep all parts of your body inside the bus.
  - Keep your arms, legs and belongings to yourself.
  - No fighting, harassment, intimidation or horseplay.
  - Do not throw any object.
  - No eating, drinking or use of tobacco or drugs.
  - Do not bring any weapon or dangerous object on the bus.
  - Do not damage the school bus.
  - No sunflower seeds at any time.
  - Open and close windows only with permission of bus driver.
  - In case of road emergency, students should stay on the bus.
  - Remain seated until the bus is completely stopped and the door is opened.
  - Watch your step and use the hand-rail.
  - After getting off the bus, move away from the bus.
  - If you must cross the street, always cross 10 feet in front of the *bus.* Look both ways and watch for the driver's signal to cross.
  - Never cross behind the bus.
  - If you drop any paper or other items near the bus, wait for the bus to leave before you pick it up.
  - Get to the bus stop 5 minutes before your scheduled pick up time; the bus driver will not

wait for late students.
- Respect the property of others while waiting at your bus stop.
- Keep your arms, legs and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross at least 10 feet in front of the bus where the bus driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation or horseplay.
- No use of alcohol, tobacco, or drugs. The use of alcohol, tobacco, or drugs of any kind will be subject to immediate bus riding suspension.

Parent/Guardian Responsibilities for Transportation Safety:

- If a child is riding a different bus at night, he/she must have a note or a phone call from parents and receive approval from the office. PLEASE CALL BEFORE 2:00 regarding a bus change. Under no conditions will we transfer a student without parent permission. Become familiar with district rules, policies, regulations and principles of school bus safety.

- Assist students in understanding safety rules and encourage them to abide by them.

- Recognize their responsibilities for the actions of their students.

- Support safe riding practices and reasonable discipline efforts.

- When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.

- Support procedures for emergency evacuation, and procedures in emergencies as set up by the school district.

- Respect the rights and privileges of others.

- Communicate safety concerns to school administrators.

- Monitor bus stops, if possible.

- Support all efforts to improve school bus safety.

Parent and Guardian Notification:

- A copy of the school district school bus and bus stop rules are made available through our parent/student handbook. They can be found on our school website or requested at anytime.

The complete Student Transportation Policies 707, 708, 709, 710 & 711 are available in the elementary office or online.

ELEMENTARY PHONE USE BY STUDENTS

- School phones are to be used by students for emergencies only. The phone is not to be used for any other reasons (forgotten notes, books, assignments, permission to visit friends after school, etc.). Students will not be called out of class except in cases of emergency.

CELL PHONES

- Cellular phones and personal listening devices may not be used by students during the school day (8:00am-3:10pm). If brought to school, they are to be kept in a locked locker or the office during the school day. These devices are disruptive in school and very prone to theft. Items that are used during school hours may be confiscated.
- All students will be warned at 5/6 open house about our cell phone policy, so the first offense their phone will be confiscated and parents will be required to come to the school and get the phone from the principal. Further offenses will be handled with consequences such as detention and up to an in-school suspension. Parents will be contacted and items will be held for parents to pick up in the office.
- **Parents and students should NOT call or text each other on their cellphone during the school day. If parents need to get a hold of their student, they should call the district office at 587-4447.**

SCHOOL USE OF STUDENT PHOTOGRAPHS

- The school may use photographs of school events, classrooms, games and activities from time to time. These photographs may be published internally or on school-related social media outlets (Facebook, Instagram, Twitter, etc.). Parents of currently enrolled and newly enrolled students will be given a form annually to "opt out" of having any photographs of their student taken or posted. A parent/guardian can also contact the classroom teacher or school directly if there is a change in their decision at any time. ~~If a parent does not want their student's photograph used for school purposes, please call the Elementary office at 587-4447 and request a form.~~

INCOMING CALLS FROM PARENTS TO STUDENTS

- Notes and messages will be taken unless there is an emergency. You may leave a voicemail for teachers to contact you. If a message regards such things as different evening travel plans for a student, the classroom teacher and student will be informed from the main office. PLEASE CALL BEFORE 2:00 p.m.

AFTER SCHOOL ACTIVITIES

- If your child will be participating in any after school activity, a note or phone call from a parent should be given to the office. Please call the office no later than 2:00! If we do not hear from you by 2:00, the student will be directed to leave school as usual.

LEGAL NAMES

- All records and official documents will use the child's legal name. The school district will not take responsibility for the child using another name.

STUDENT DRESS AND APPEARANCE

- It is the policy of this school district to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

- **Appropriate** clothing includes, but is not limited to, the following:
    - Clothing appropriate for the weather.

NOTE: Students go outside for recess unless the temperature is below zero or the wind chill is -10 degrees.
*Boots should always be worn on wet or cold days.

- Clothing that does not create a health or safety hazard.
- Clothing appropriate for the activity. All students are required to wear clean, dry tennis shoes for physical education.

- **Inappropriate** clothing includes, but is not limited to, the following:
  - Short shorts, tank tops, tops that expose the midriff or under garments, and other clothing that is not in keeping with community standards.
  - Clothing bearing a message that is lewd, vulgar, or obscene.
  - Apparel promoting products or activities that are illegal for use by minors.
  - 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.
  - Any apparel or footwear that would damage school property.
  - Hats are not allowed in the building except with the approval of the building principal.
  - Students wearing clothing or apparel that causes a material and/or substantial disruption to our school day will be asked to change or cover up.

The complete Student Dress & Appearance Policy 504 is available in the elementary office or online.

LOST AND FOUND

- Check in the office to find the location of the lost and found area. Items not collected by owner are cleared quarterly and donated to the Pine River-Backus Family Center. **Please label all clothing with your child's name.**

PROGRESS REPORTS

- Progress reports will be issued at the end of each quarter. A teacher may send home other progress reports as needed throughout the year.

EMERGENCY DRILLS

- The Elementary School will perform 5 lock down, 5 fire, and 1 tornado drill each year. Emergency drills will be conducted periodically so that every person in the building knows the procedure to be followed in the event of an emergency.
- Students and staff are trained annually in crisis management and response strategies.

LIBRARY MEDIA CENTER

- The Media Center is open from 8:00 a.m. to 3:00 p.m., Monday through Friday, for student and faculty use.
- We have book return, book check-out, and a story and/or library skills class time. Students needing extra time may come to the library throughout the week with a pass. Books are checked out on a weekly basis with the exception of certain research books that are to be checked out for 24 hours at a time.
- Books left at home? We ask the students to refrain from checking out more books until those are returned or paid for. Your money will be returned if a lost book is returned in good condition within one year. Payment is expected for books that are damaged beyond repair (i.e.: severely ripped, dog chewed, or colored in). Please notify us if books are written in, ripped, or mutilated.

- Are you moving? You need to return all library materials.
- If a student loses a library book, he/she will be responsible for paying a book fine fee. At the end of the school year, students that have outstanding fines or books that have not been returned, may not be eligible to participate in our Track & Field Day.

~~***LUNCH POLICY***~~

- ~~*The Pine River-Backus Schools participate in the National School Breakfast and Lunch program.* ***Breakfast is free for all students in Grades K-12****. The current lunch cost is $1.65 for students in grades K-12. Every family will be required to complete an application for benefits to be a part of this program. If your student brings a cold lunch, milk may be purchased for $.40*~~
- ~~*Pine River-Backus Schools utilize a computerized system to record student and staff meal payments and purchases. Staff and students will be required to* ***PREPAY*** *for extra lunch items/entrees or extra milk. The cost for an extra student entree is $1.00 and the cost for extra milk is .30. A positive balance must be established in your account to allow participation in the school meal programs. All accounts will be set up as individual accounts. Payments may be made online, via mail, or in the Commons area from 8:00 to 8:30 a.m. Students are notified daily in the lunch line if their balance is getting low.* ***Students receiving free/reduced meals must be aware that any extra milk or extra entree will be charged to their account.***~~

- ~~*All students in grades K-12 are issued a personal ID#. When a student receives a meal, extra milk, or extra entree, the student presses in his/her ID#, and the price of the meal and/or extra item is deducted from his/her account.*~~

- ~~*Applications for free/reduced priced meals are available in all school or food service offices. At anytime during the school year, if you believe you may qualify for one of these programs, please contact the office for an application.*~~

- ~~*Families are covered under last year's application for free or reduced price meals until October 1st. After October 1st, if a current application is not received, the family will go to full price meals. Applications will be mailed to every family prior to the first day of school. If you have any questions, please call Jill Blanchard at 587-2865.*~~

LUNCH PROCEDURE

- Pine River Backus Public Schools participates in the National Lunch Program, School Breakfast Program and Kindergarten Milk Program in addition to other child nutrition programs. School Lunches and School Breakfasts are Free to all Students grades K-12. Every family will be required to complete an application for benefits.

- Pine RIver Backus Schools utilize a computerized system to record student and staff meal payments and purchases. Staff will be required to PREPAY for Meals and Entree, MIlk Purchases. Students will need to PREPAY for milk purchases and any extras. The cost of a Milk is .40 and the cost of an extra entree is 1.25. All accounts will be set up as individual accounts. Payments may be made online, via mail or in the food service office. Students will be notified daily if their balance is getting low. Email and Phone notification will go out.

- All Students in grades K-12 are issued a personal ID#. When a student receives a meal, extra milk, or extra entree, the student presses in his/her ID# and the meal is recorded and the extra items are deducted from his/her account.

- Applications for meal qualification are available online, and in all school offices and food service offices. They may be filled out at any time.

- Applications will be mailed to every family prior to the first day of school. If you have any questions please contact Jill Blanchard at 587-2865.

ELEMENTARY NEWSLETTER

- Elementary Newsletters and a calendar is sent home with elementary students each month. It is also posted on our website. The newsletter will provide pertinent information including upcoming events and reminders from the office. If you have questions about current or future happenings, please feel free to call the office at 587-4447.

BIRTHDAYS

- Birthdays are a special time for elementary children. In school: Please check in advance with your child's teacher if you wish to bring treats for your child's birthday. The treats must be purchased in a store or bakery. Please try to consider wellness in providing treats for students. Treats should be brought to the office, and not directly to the classroom. Flowers and balloons are not allowed as it causes distraction in the classroom and also hurt feelings.
    - Parties at home: If you are having a party for your child at home, please mail the invitations or phone parents unless you are inviting the entire class. Sometimes we have hurt feelings if invitations are passed out in school and some children are excluded.

SCHOOL CLOSING

- An "all call" alert will be sent out to families when weather prevents school from being held, when we start later than normal, or when we have to dismiss early. We will call you via our School Connects system and also announce on radio and TV from the following stations:

Radio Stations		TV Stations	
WJJY Brainerd	(106.7)	KCCO (TV 7/12) Alexandria	(www.wcco.com)
KTIG Pequot Lakes	(102.7)	KSTP (TV 5/16) Minneapolis	(www.kstp.com)
KLKS Breezy Point	(104.3)	KARE (TV11/14) Minneapolis	(www.kare11.com)

Always listen to one of the above when:

1) Heavy snow occurs overnight.
2) Rain occurs at freezing temperature.
3) School is in session, and a storm is approaching.

** We sometimes dismiss early. Parents need to have a plan with arrangements for their children when school is dismissed early due to unexpected weather conditions or school emergencies.

RECESS

- All students go outside for recess unless the temperature is below zero or the wind chill is colder than -10 degrees. EXCEPTIONS would include either a doctor's note or the school nurse's/building principal's determination.

~~RELIGIOUS RELEASE TIME~~

- ~~Parents have the option to send their children to religious instruction. A letter will be sent home in the fall for students to sign up. If you choose to have your child stop attending, please contact the church prior to informing the school. Release time student concerns should be handled between the home and the church. Please try to make a full term commitment to release time if you enroll your child.~~

ENROLLMENT

- When a student registers for school during the school year, they can complete an online enrollment form. Families can do that by going to our website or coming into the office for assistance. The school will make the determination as to when the student may start. The parent/guardian must provide the district with the required immunization record, birth certificate and transfer information.

OPEN ENROLLMENT

- Students not residing in the Pine River-Backus School District, who wish to attend one of our schools, must fill out an Application for Open Enrollment form available in the office of either district and also on the MDE website.

The complete Enrollment of Nonresident Students Policy 509 is available in the elementary office or online.

WITHDRAWAL

- If you are moving from the school district, please notify the principal and the classroom teacher. Leave information as to where you are moving, so that school records may be transferred at the earliest possible time. Records will be transferred by our school once we receive notification of enrollment from your new school.

TEACHER REQUESTS

- The Pine River-Backus School District uses a data-driven decision-making model. Our staff study a variety of data in order to ensure your child's academic success each year. Students are placed into balanced classrooms based on academic, behavior, and social/emotional needs. Parent requests are not taken by the Elementary Office. If you wish to discuss your child's placement, please set up an appointment with the elementary principal. You will receive notice of your child's homeroom teacher in a mailing to be sent out before the beginning of the school year.

VISITOR INFORMATION

SAFETY

- All visitors must report to the office to check in. ~~Name tags will be issued.~~ A visitors badge will be issued. Anyone wishing to enter the building once school has started must use the Visitor Entrance (Door #33). All other doors will be locked during the school day to ensure the safety of our students.

VISITING SCHOOL

- PARENTS: Parents are welcome to visit school. Visits to your child's classroom **MUST** be pre arranged with the office and the classroom teacher. Adult visitors are asked not to interact with the students unless the teacher asks. If you are interested in volunteering, please let our office staff know. We would like all visitors volunteering to first report to the office so that we may assist and call the teacher. You must sign in and wear identification. **Do not go directly to the classroom. The office will assist you.** This is also for the safety of our students. Please sign out upon leaving the building.

- STUDENT GUEST: A guest is only allowed to visit during the lunch and recess period. We prefer not to have guests during the first and last week of school. Emergency phone numbers should be left in the office. Permission should be acquired from the building principal the day before the visit.
- Parent volunteers will be denied if the purpose is to "watch your child" to see how they are behaving or to see how other kids are treating your child. This is for confidentiality reasons and no exceptions will be made.

VISITOR PARKING

- Visitor parking is available in the lot outside the visitor entrance (Door #33). Please do not park in bus loading zones or no parking zones.

The complete Visitors to School District Buildings and Sites Policy 903 is available in the elementary office or online.

PINE RIVER-BACKUS VOLUNTEER PROGRAM

- Volunteers provide opportunities that enhance the educational experience for students while supporting our teachers and staff. Our motto is: VOLUNTEERS MAKE A DIFFERENCE.

- We encourage and welcome volunteers to our school. Whether you are a parent, guardian, grandparent, relative or a friend, your time spent at Pine River-Backus as a volunteer is an important contribution to a child's educational experience.

- To further explain the volunteer program, Volunteer Handbooks are available at the school. If you would like to be a part of the Pine River-Backus Volunteer Team, and/or receive a Volunteer Handbook, please contact Elementary Principal Rick Aulie by calling 587-8309 or emailing raulie@prbschools.org. The staff and students at Pine River-Backus invite you to become active and involved with our volunteer program. We look forward to meeting each and every one of you!

- Parent volunteers will be denied a request to volunteer if the purpose of volunteering is to "watch your child" to see how they are behaving or to see how other kids are interacting with your child. This is for confidentiality reasons and no exceptions will be made.

CLASSROOM PETS/VISITORS

- It is important to keep the conditions and building free from plants and animals that are likely to cause allergies or other illnesses to students who are sensitive to those kinds of allergies. Therefore, we do not have pets in the classroom. We also do not allow students to bring pets in as a part of a sharing activity for safety reasons. If you have a special request or circumstance that you would like considered, contact the building principal.

DRUG PREVENTION

- The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances and controlled substances without a physician's prescription and is prohibited in the school setting in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.

- It shall be a violation of this policy for any student, teacher, administrator, other school district personnel, or member of the public to use alcohol, toxic substances, or controlled substances in any school location.

- The Public
    - A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort. Students involved in the abuse, possession, transfer, distribution or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Statute 121.5.40 subdivision 10, and proposed for expulsion.

Searches by school district officials in connection with the abuse, possession, transfer, distribution or sale of chemicals will be conducted in accordance with Pine River-Backus School Board policies related to search and seizure.

The complete Chemical Use and Abuse Policy 417 and Drug-Free School Policy 418 are available in the elementary office or online.

GENERAL RULES AND PROCEDURES

GENERAL RULES

*School personnel have authority over all students, at all times, in all areas of the school. Students are under the supervision of all school representatives, not only their classroom teacher.
*Respect authority and the rights and property of others.
*Pass through the corridors in a quiet and orderly manner.
*No gum chewing allowed in school.
*Personal items, such as toys, cell phones, iPods, MP3 players, portable Play Stations (PSP), skate boards and balls, should be left at home to prevent loss or injury.
*Weapons of any kind are not allowed. (Toy weapons included.)
*Students riding bicycles to school are reminded to follow bicycle safety rules when on community streets. As an added safety precaution, we ask that all persons with bicycles walk them on and off the

school grounds.
*Elementary students are not permitted to use vending machines in the Commons between 8:00-3:15.
*The cooperation of the entire student body is asked in caring for the school building and school property. The defacing of school property will not be tolerated. Students defacing or destroying school property will be reprimanded and are expected to repair or pay for damages.

Pine River-Backus Elementary School
Behavior Expectations and Discipline Procedure

The goal of the elementary school behavioral procedure is to allow all students to learn in a safe environment that promotes respect of self and others. This procedure will improve consistency in dealing with behavioral concerns. Students are responsible for making good choices. Classroom teachers will use their positive behavior management plans to handle mild infractions that do not substantially disrupt the learning of others or create a safety issue for students. School administration will be called to intervene for major violations such as harming or injuring themselves or others, if it is a case of verbal, physical, or sexual harassment, or it is a persistent problem. Interventions and consequences will be determined based on the nature and severity of the infraction. The goal is for students to learn from the choices they make and to practice positive character traits, such as truthfulness, compassion, responsibility, forgiveness, etc.

All students shall follow our ROAR Expectations:

- Be Responsible for self and belongings.
- Be On-Task at all times and in all areas. Respect the education process through the display of appropriate language, attitude, and physical behavior.
- Be Safe at all times!
- Respect and honor the rights of other students to learn in an environment free of intimidation or harassment.

Take care of yourself:

- Maintain satisfactory attendance and report to school on time.
- Comply with dress code.
- Be on time.
- Have necessary materials.
- Be confident.
- Be truthful.
- Follow directions promptly.
- Complete assigned work on time.
- Stay on task.
- Be responsible for your own behavior.
- Listen to the adult in charge. Follow directions without complaining.
- Ask for help, when necessary.
- Keep your hands to yourself.
- Stay in assigned area or get permission to leave.
- Leave toys and valuables at home.
- Stay within playground boundaries. Line up promptly when the whistle blows.

Take care of each other:

- Be respectful by not using put-downs, touching, pushing, etc.
- Use appropriate voices.
- Allow others to remain on task.
- Listen when someone is speaking to you. Look at them and pay attention to what is being said.
- Smile and be friendly. Show kindness and consideration to everyone.
- Help others.
- Walk in an orderly manner. Speak softly in hallways so other classrooms are not being disturbed.
- Include others at all times.
- Respect the opinion and point of view of others.
- Understand when mistakes are made.
- Know your own space.
- Get adult help when needed.
- Display courtesy.
- Pay attention at performances. Express appreciation by clapping. Yelling, whistling, and booing are not tolerated. Remain seated until dismissed by the teacher.

Take care of the school:

- Put paper in the recycle bins.
- Keep your work area clean.
- Pick up paper and trash even if it isn't yours.
- Keep books, bags, etc., under chairs.
- Take good care of textbooks.
- Carry physical education equipment in hallway.
- Return outside equipment to its proper place after using it. (K-3 use plastic bats; 4-6 may use aluminum.)
- Slide down all slides feet first and bottom down and go around to the back of the line when done.
- Swing with bottom on swing-set chair and swing back and forth. Keep swing chains at standard length.
- Open and close doors as quietly as possible.
- Clean up table and dispose of uneaten food. Practice good table manners.
- Leave sand, rocks, snow, etc. on the ground and keep hands off trees.

Interventions/Consequences

- Consequences may be shared verbally, in writing, or both. The goal is for students to make natural or logical connections between their mistakes and the corrective actions and to learn from the choices they have made.
- Mild behavior issues will be handled by the supervising staff by using conflict resolution, class meeting, brief discussion, or other appropriate method for solving the problem.
- Moderate and severe behaviors will be documented on the student's discipline record. Mild behavioral issues may be recorded if these behaviors are chronic and an intervention is appropriate.
- Positive, caring behaviors will be reinforced and recognized through a variety of ways, such as verbal praise, buttons, stickers, certificates and announcements, phone calls, extra free time, lunch with adult of choice, etc.

We believe:

- Behavior can be changed, can be taught, and must be modeled.
- Behavior is non-negotiable in instances of safety and security.
- Behavior has consequences.

We believe:

- Consequences should be fair and not always equal.
- Consequences teach about behavior.
- Consequences should not be punishments.

It is important that you, as a parent, are aware of our discipline plan and that you support us in this endeavor to maintain a positive learning environment at Pine River-Backus Elementary School. Please discuss the expectations that are listed above with your child and keep it on file for future reference. It is the responsibility of all adults to help children feel safe in school and to provide an environment that will allow students to learn and teachers to teach. We are proud to be PRB, a kind and caring community!

The complete Student Discipline Policy 506 is available in the elementary office or on our school website.

BULLYING

- Bullying is a form of interpersonal aggression that may include behaviors such as teasing, hazing, sexual harassment, and physical bullying. There is an imbalance of power between the individuals. The consequences experienced by the victim and bystanders are far-reaching and potentially lethal.
- A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.
- Bullying contains several key elements that include:
    - **An Imbalance of Power** - The imbalance can be physical, psychological, or intellectual and hinders the victim from defending him/herself.
    - **Repeated Actions** - The negative actions usually occur repetitively over a period of time.
    - **Intentional Actions** - Bullies purposefully choose actions that will hurt or intimidate the targeted victim. Bullies seldom show empathy or concern for the victim.
    - **Unequal Levels of Affect** - The victim will typically display a high level of emotional distress including yelling, crying, withdrawal, or anxiousness. The bully, however, will demonstrate very little emotion or anguish. The person doing the bullying is likely to blame the victim for causing the aggressive act or believe he/she deserved it. Bullies commonly feel justified in their actions.

Bullying behavior can include any or all of the following forms of abuse:

1. **Physical aggression:** includes destroying property, threatening
2. **Social Aggression:** spreading rumors, racial slurs, exclusion from group
3. **Verbal aggression:** name calling, teasing, threatening, intimidating phone calls
4. **Intimidation:** graffiti, a dirty trick, taking possessions, coercion
5. **Written aggression:** slam books, note passing, graffiti
6. **Sexual harassment:** Any comments or actions of a sexual nature which are unwelcome and make the recipient uncomfortable.

7. **Racial and cultural (ethnic) harassment:** Any comments or actions containing racial or ethnic content (direct or indirect) which are unwelcome and make the recipient uncomfortable.
8. **Cyber Bullying:** bullying through email, instant messaging, chat room exchanges, Website posts, or digital messages or images (texting) sent to a cell phone or personal digital assistant (PDA.)

HARASSMENT AND BULLYING BEHAVIOR WILL **NOT** BE TOLERATED.

School Procedure Regarding Bullying

Mission Statement

"To create a positive and safe environment for students and staff."

1. All staff members will enforce "no-bullying rules". (administration, teachers, paraprofessionals, bus drivers, secretaries, custodians, food service, counselors, etc.)
2. Students will help others by speaking out and getting adult help.
3. Students will use extra effort to include everyone.

The Definition of Bullying

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
    - an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
    - materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.
    - The term, "bullying," specifically includes cyberbullying as defined in this policy. Targeting a child for repetitive negative actions.

The Serious Nature of Bullying

- Children being bullied **need and deserve adult intervention and help.**
- Problem is too serious for them to solve alone.
- Without intervention, the **problem will not go away.**
- Bullies will keep bullying unless adults do something about it.

Pine River-Backus Schools practice a progressive discipline model. Consequences and behavior interventions will be determined by the child's age and staff/administration. **Bullying of any kind will not be permitted. Reports of bullying will be investigated according to building procedure.**

How to Help: Prevention Steps to Bully-Proof Your Child

- Let the school know your safety worries immediately.
- Keep a record of time, date, names and circumstances to show a pattern of harassment.
- Teach your child self-respect—confident kids are less likely to become a victim.
- Let your child know it is O.K. to express anger if done appropriately.
- Encourage friendships—there is strength in numbers.
- Arrange weekend play dates to promote friendships.
- Build social skills early.

- Help shy kids with social skills training—role-play together situations that have occurred previously.
- Explain the difference between telling and tattling. Tattling is when you report something just to get someone in trouble. Telling is when you report that you or someone else is in danger. Verbal abuse and being excluded are dangers, too.
- Stress the importance of body language—a "victim stance" may attract bullies.
- Teach your child effective skills for making friends such as how to share, compromise, apologize, use "I" statements, change the topic to avoid conflict, and use a "diplomatic" approach.
- Teach your child alternative responses—**CALM (Cool down**, **Assert Yourself**, **Look Them In The Eyes**, **Mean It!)**
- Don't advise either completely ignoring or physically attacking the bully.
- Never coach to "hit back" or "get even". It does hurt. If we encourage it, it will escalate. When victims feel defeated, there is an increased risk of them taking a weapon, which is certainly not a position for your child to ever be in.

How to inform the school of a bullying situation:

- Report to the classroom supervisor closest to the situation.
- Request meeting with principal/teachers.
- Request meeting or phone call to the Youth and Family Services Worker.

How parents will be informed of a bullying situation:

- The school behavior procedure will be followed.
- Plan for **Referring Student for <u>Victim</u> Intervention** in moderate or severe situations:
    - Parent will be contacted by staff involved in resolving the situation.
    - Parent accepts or refuses permission for child to participate in appropriate intervention services.
- Plan for **Referring Student for <u>Bully</u> Intervention:**
    - Parent will be contacted through school behavior procedure.
    - Parent accepts or refuses permission for child to participate in appropriate intervention services.

<u>Criminal Conduct</u>

In cases involving criminal conduct (for example; assault, weapons, possession, or vandalism), the superintendent and local law enforcement officials will be informed.

<u>PEACEFUL PLAYGROUND RULES</u>

- Be respectful by not using put-downs, touching, pushing, etc.
- Use appropriate language, keep your hands and feet to yourself.
- Harassment/Exclusion games are not allowed.
- No toys.
- No food, candy, gum or beverages.
- No spitting.
- Sand, rocks, snow, pine cones, etc. should not be thrown.
- Stay off of the trees.
- Stay within playground boundaries.
- Do not stand or sit on top of playground equipment.

- Return playground equipment to the proper storage area.
- Follow the rules of the game you are playing.
- Use "rock-paper-scissors" to resolve questionable play.
- Include others in your game.
- Slide rules—sit on your bottom going down, once down, go around.
- Swing rules—sit on your bottom and swing back and forth.
- Sidewalk chalk—only for primary students.
- Get adult help when needed.
- Playground supervisors have the right to use their judgment regarding harmful and inappropriate activities.

The complete Bullying Prohibition Policy 514 is available in the elementary office or online.

NON-DISCRIMINATORY PROCEDURES

Harassment and Violence

- The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. Pine River-Backus School District 2174 prohibits any form of religious, racial or sexual harassment and violence.

- It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

- A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:
  a. name calling, jokes or rumors;
  b. pulling on clothing;
  c. graffiti;
  d. notes or cartoons;
  e. unwelcome touching of a person or clothing;
  f. offensive or graphic posters or book covers; or
  g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal or the human rights officer, the Superintendent of Schools. You may also make a written report. It should be given to a teacher, counselor, the principal or the human rights officer. Your right to privacy will be respected as much as possible.

We take seriously all reports of religious, racial or sexual harassment or violence and will take all appropriate actions based on your report. The Pine River-Backus School District will also take action if anyone tries to intimidate or harm you because you have reported.

The complete Harassment & Violence Policy 413 is available in the elementary office or online.

RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE ARE AGAINST THE LAW. DISCRIMINATION IS AGAINST THE LAW.

CONTACT: SUPERINTENDENT OF SCHOOLS

NON DISCRIMINATION OF STUDENTS WITH DISABILITIES

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

For this policy, a learner who is protected under Section 504 is one who:

1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
2. Has a record of such impairment; or
3. Is regarded as having such impairment.

HUMAN RIGHTS OFFICER
Pine River-Backus Schools #2174
980 First Street N
PO Box 610
Pine River, MN 56474
Phone: 218-587-4720

Harassment and Violence Report Form is on the next page.

INDEPENDENT SCHOOL DISTRICT NO. 2174
HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Harassment or Violence

Independent School District No. 2174 maintains a firm policy prohibiting all forms of discrimination, harassment and violence. Religious, racial, or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial, or sexual harassment by any pupil, teacher, administrator, or other personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant_____
Home Address_____
Work Address_____
Home Phone_____ Work Phone_____
Date of Alleged Incident(s)_____

Circle as appropriate: sexual / racial / religious / harassment

Name of person you believe harassed or was violent toward you or another person.

_____

If the alleged harassment or violence was toward another person, identify that person.

_____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

_____
_____

Where and when did the incident(s) occur?

_____
_____

List any witnesses who were present

_____
_____

This complaint is filed based on my honest belief that _____ was harassed. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

_____ _____
(Complainant Signature) (Date)

Received by _____ _____
(Date)

Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

Persons who have questions, comments, or complaints should contact the building principal at 587-4447 regarding grievances or hearing requests regarding disability issues.

DISCIPLINE OF DISABLED STUDENTS

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy provided that their misbehavior is not a manifestation of the student's disability, unless an educational program has specified a necessary modification.

When a disabled student is removed from class, the building's special needs committee will review the educational plan and current assessment data. The committee will determine if the placement was appropriate and recommend, if necessary, other methods of dealing with the behavior. The committee may also make exceptions as necessary and appropriate based on the disabling conditions of the student involved. Such exceptions may be reflected in the student's educational plan.

For students with IEP'S, a team meeting is required within five (5) school days of a suspension or prior to an expulsion or exclusion. If a student is placed on in-school suspension status according to school district policy established for all students, for all or part of the day for two (2) or more consecutive days or three (3) times in one (1) month, a team meeting must be held. A student disabled under Section 504 but not under IDEA shall be entitled to such a meeting only pending expulsion, exclusion, or suspension over ten (10) days. The team shall (a) determine whether the misconduct is related to the disability; (b) review any assessments and determine the need for further assessment; and (c) review the adequacy of the current IEP and amend the goals and objectives or develop an alternative IEP program as appropriate. If it is determined that a student's misconduct is related to the student's disability, the student may not be expelled or excluded, and an alternative program shall be sought.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services after a period of suspension, if suspension is imposed. The school district shall initiate a review of the student's IEP and conduct a review of the relationship between the disability and the behavior subject to disciplinary action and determine the appropriateness of the student's education plan before commencing an expulsion or exclusion.

The complete Disability Nondiscrimination Policy 402 and Student Disability Nondiscrimination Policy 521 are available in the elementary office or online.

SCHOOL WEAPON

- No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location. 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.
- Weapons are defined as 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-chucks; 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.
- 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.
- 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.
- School Location: A 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.
- The Public: 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.

The complete Weapons Policy 501 is available in the elementary office or online.

HEALTH INFORMATION

INSURANCE

- The school district does not carry any type of health or accident insurance for injuries incurred by your child at school. You may purchase a Student Accident Insurance plan that would be a supplement to your existing insurance, or in the event you have no insurance, this plan will provide benefits for medical expenses incurred because of a student accident at school. A letter of explanation and insurance forms will be sent home the first week of school.

STUDENT MEDICATION

- Pine River-Backus Schools wish to ensure the health, safety, and well-being of all students. The purpose of this policy is to set forth the provisions that must be followed when administering non-emergency prescription medication to students at school.

- The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications in accordance with law and school district procedures.

REQUIREMENTS

1. A completed signed request from the student's parent/guardian.
2. An *Administering Prescription Medications* form completed yearly.
3. The prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with the law and must be administered in a manner consistent with the instructions on the label.
4. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
5. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel.
6. The school must be notified by the parent, in writing, of any change in the student's prescription medication administration.

The school shall provide the following:

1. School nurse or designated personnel to dispense medications.
2. Record sheet for each child:
    a. Name of medication.
    b. Dosage and time to be dispensed.
    c. Date and time dispensed.
3. Secure medication storage facility in the nurse's office.

NOTE: Procedures for the administration of drugs and medicine at school and school activities shall be developed in consultation with the school nurse.

NON-PRESCRIPTION AND/OR SHORT TERM MEDICATION DISPERSAL

The **parent/guardian** shall provide the school with the following information:

1. Child's name.
2. Medication to be given.
3. Parent/guardian signature and date.
4. Medication in original bottle.

The **school** shall provide the following records including:

1. Student's name.

2. Medication/dosage given.
3. Time/date/dispensed.

If, during the course of a school day, a child should develop a headache, for example, the child's parents may be contacted. If the parent determines that the child would benefit from taking Tylenol, the parent must provide the medication. No over-the-counter medications will be provided by the school district.

The complete Student Medication Policy 516 is available in the elementary office or online.

PINE RIVER-BACKUS SCHOOLS HEAD LICE PROCEDURE

Pine River-Backus Schools will require parents to remove their children from school when head lice or untreated nits are found. The parents or guardians must then aggressively deal with this infestation to minimize the time lost from the child's classroom. Protecting others from head lice is essential.

1. When head lice and/or untreated nits are found, parents or guardians will be contacted immediately. When live lice are present, the student will be removed from school with an informational letter describing what is expected for the child's return to school.

2. After treatment, the student should return to school accompanied by the parent when possible. The school nurse or a designee, with the parent present when possible, will then do a head check before the student can re-enter the classroom.

3. The student will be checked periodically throughout the following days to assure that he/she is free of head lice and/or untreated nits. The Minnesota Department of Health strongly recommends that parents check their children's heads for lice and nits on a regular basis.

4. If the student is re-infested, the parent/guardian will be directed to follow the same treatment procedure described in the informational letter. The parent/guardian must contact the school when the student is ready to return to school and again accompany the student upon his/her return if possible. The student will be rechecked by the nurse/designee with the parent when possible.

5. Should the situation warrant, District personnel will report cases of neglect to county authorities as required by law.

6. Up to two student absences related to head lice infestation will be excused absences. The administration, with guidance from classroom teachers, will develop student learning plans for students missing more than one day of school.

STUDENT EMERGENCY INFORMATION

- Every student should have up-to-date emergency information on file in the office. This information is necessary for our records and will be needed to contact you should an emergency occur. Please inform the school IMMEDIATELY if there are changes in this information during the school year. It is vitally important that we keep all information up-to-date.

REPORTING OF CHILD ABUSE/NEGLECT

- Minnesota State Law requires all school employees to report cases of suspected abuse/neglect to the proper authorities. Pine River-Backus School complies with this law by contacting the appropriate social services agency and/or the local law enforcement agency that is responsible for

investigating the report. Minnesota State Law allows students to be interviewed by authorities at school without parent permission.

COMPUTER AND INTERNET ACCEPTABLE USE POLICY FOR GRADES K-6

- The Internet Acceptable Use & Safety Policy 524 is in effect in the Pine River-Backus Schools. This document/notice is also posted online on our school website. Teachers will review the contents of this document with students at the beginning of each school year in their homeroom. The school district has Internet protection software in place to limit access to undesirable Internet sites. This implementation of software/hardware does not take the place of the Acceptable Use Policy, but will attempt to help protect our students/staff from these undesirable sites.

INFINTE CAMPUS

- Infinite Campus is our online Student Information System. All parents have an account and can access student information such as grades, attendance, assignments, and lunch accounts by logging into the Infinite Campus system. Contact the office for login information if you do not already have it.

RESPONSIVE CLASSROOM (RC)

- Pine River-Backus Elementary School uses Responsive Classroom in each of our homerooms. The Responsive Classroom (RC) is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools, kindergarten through eighth grade. Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day. Since 1981, thousands of classroom teachers and hundreds of schools have used the Responsive Classroom approach to help create learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators using these strategies report increases in student investment, responsibility, and learning, and decreases in problem behaviors.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

- Pine River-Backus Elementary School uses a Multi-Tiered System of Supports to identify and support struggling students. MTSS is: implementing high-quality, scientifically validated instructional practices matched to learner needs, monitoring student progress using learning rate over time and level of performance, to make important educational decisions based on the student's response to instruction. The three components of a MTSS is:
    - A measurement system that allows for frequent monitoring of progress to inform decisions at each tier of service delivery.
    - Instruction that is evidence-based for both core and interventions.
    - A Problem Solving Process that relies on data to determine who needs interventions, when, how, and what interventions to be delivered.

PINE RIVER-BACKUS BOOSTERS CLUB

- The Pine River-Backus Booster Club is a parent/community group that supports student extra-curricular activities and academic enrichment. The goal is to support and enrich the opportunities for the students of our district. Funds raised have been used to help purchase team uniforms, theater supplies/equipment, upgrades for the athletic fields, and more. All persons within the school district, or who have students in the school district, are welcome to participate. Contact the office for more information.

PINE RIVER-BACKUS COMMUNITY EDUCATION

- The community education program includes the elementary youth sports program along with regular offerings on a quarterly basis for classes that may be of interest to students. The fall bulletin comes out the last week of August, the winter bulletin comes out the first week of January, and the spring bulletin comes out the last week of March. There are some scholarship dollars available on an as needed basis for community education classes offered. Call 218-587-2080 for more information.

PRB PARENT-TEACHER ORGANIZATION (PTO)

Our Mission:

The PRBE-PTO believes that education is a partnership between parents/guardians/caregivers, teachers and children. It also believes that when parents and teachers work together, children recognize that education is important. The purpose of the PTO is to maintain open communication between home and school, and to foster an on-going, close relationship between parents/guardians/caregivers, teachers and students in order that an enriched educational experience is provided to each child. PTO will also support the school through fellowship, programs and PTO fund raising projects.

Our Programs and Accomplishments:

- Help pay for preschool through grade 6 field trips.
- Host school breakfasts with family, caregivers, or friends.
- Fundraising is minimal and student focused. Our two primary fundraisers are Big Basket Chance and Move For Our School.
- Host our school and community's Family Fun Night (carnival).
- Encourage innovation and creativity in our school by providing specialized grants to teachers.

Our Meetings:

- The PTO meets monthly and provides free childcare.
- Membership is free.
- One of the best ways to enhance your child's education is to become actively involved in his or her school.
- Research shows that positive parent involvement in school is a major contributor to student success.
- Please contact the school to learn more about the PTO.

Pine River – Backus Schools
Network & Internet Policy

Students are given opportunities to use school-issued technology devices as well as internet access. All students are governed by the rules and procedures outlined in our "Chromebook Procedures & Information Handbook Parent/Guardian & PRB Usage Agreement". Click here to view that document or contact the elementary office if you need a hard copy.

DEPARTMENT OF EDUCATION

Parent/Guardian Guide to Statewide Testing

This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- Students who do not participate will receive a score of "not proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The *Minnesota K–12 Academic Standards* are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
• Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities.	• Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?
Students and families can find out more on our Statewide Testing page (education.state.mn.us > Students and Families > Statewide Testing).

DEPARTMENT OF EDUCATION

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required ***each year*** *parents/guardians wish to opt the student out of statewide assessments.*

Date_____(This form is **only** applicable for the 20____to 20____school year.)

Student's Legal First Name_____ Student's Legal Middle Initial_____

Student's Legal Last Name_____ Student's Date of Birth_____

Student's District/School_____ Grade_____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the MDE website (Students and Families > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading _____ MCA/MTAS Science

_____ MCA/MTAS Mathematics _____ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will receive a score of "not proficient" and he/she waives the opportunity to receive a college-ready score that could save time and money by not having to take remedial, noncredit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

Division of School Finance
400 NE Stinson Blvd
Minneapolis, MN 55413

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06

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

District Info.	Enter Information	District Info.	Enter Information
District Name:	Pine River-Backus Schools	Date:	6/1/2023
District Number:	2174-01	Email:	jbengtson@prbschools.org
District Contact Name:	Jolene Bengtson, Business Manager		
Contact Phone #	218-587-8082		

Expenditure Categories		Fiscal Year (FY) Ending June 30							
		2023 (base year)	2024	2025	2026	2027	2028	2029	2030
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.									
Finance Code	**Category (1)**								
347	Physical Hazards	$1,148	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
349	Other Hazardous Materials	$3,559	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000
352	Environmental Health and Safety Management	$4,821	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000
358	Asbestos Removal and Encapsulation	$2,046	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
363	Fire Safety	$12,367	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects	$23,941	$29,500	$29,500	$29,500	$29,500	$29,500	$29,500	$29,500
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year									
Finance Code	**Category (2)**								
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$238,715	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More	$0	$238,715	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151									
Finance Code	**Category (3)**								
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility									
Finance Code	**Category (4)**								
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects									
Finance Code	**Category (5)**								
368	Building Envelope	$0	$0	$0	$0	$0	$0	$0	$0
369	Building Hardware and Equipment	$0	$52,000	$0	$0	$0	$0	$0	$0
370	Electrical	$0	$0	$0	$0	$0	$0	$0	$0
379	Interior Surfaces	$22,750	$25,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000
380	Mechanical Systems	$25,005	$40,900	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000
381	Plumbing	$0	$0	$0	$0	$0	$0	$0	$0
382	Professional Services and Salary	$0	$0	$0	$0	$0	$0	$0	$0
383	Roof Systems	$0	$0	$0	$0	$0	$0	$0	$0
384	Site Projects	$40,947	$40,000	$0	$0	$0	$0	$0	$0
	Total Deferred Capital Expense and Maintenance	$88,702	$157,900	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000
	Total Annual 10-Year Plan Expenditures	**$112,643**	**$426,115**	**$69,500**	**$69,500**	**$69,500**	**$69,500**	**$69,500**	**$69,500**

	Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	Projects Only		ED - 02478-08

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minneells provided.

District Info.	Enter Information
District Name:	**Pine River-Backus Schools**
District Number:	**2174-01**
District Contact Name:	**Jolene Bengtson, Business Manager**
Contact Phone #	218-587-8082

Expenditure Categories		2031	2032	2033
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.				
Finance Code	**Category (1)**			
347	Physical Hazards	$2,500	$2,500	$2,500
349	Other Hazardous Materials	$6,000	$6,000	$6,000
352	Environmental Health and Safety Management	$6,000	$6,000	$6,000
358	Asbestos Removal and Encapsulation	$2,500	$2,500	$2,500
363	Fire Safety	$12,500	$12,500	$12,500
366	Indoor Air Quality	$0	$0	$0
	Total Health and Safety Capital Projects	$29,500	$29,500	$29,500
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year				
Finance Code	**Category (2)**			
358	Asbestos Removal and Encapsulation	$0	$0	$0
363	Fire Safety	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151				
Finance Code	**Category (3)**			
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects	$0	$0	$0
Accessibility				
Finance Code	**Category (4)**			
367	Accessibility	$0	$0	$0
	Total Accessibility Projects	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects				
Finance Code	**Category (5)**			
368	Building Envelope	$0	$0	$0
369	Building Hardware and Equipment	$0	$0	$0
370	Electrical	$0	$0	$0
379	Interior Surfaces	$20,000	$20,000	$20,000
380	Mechanical Systems	$20,000	$20,000	$20,000
381	Plumbing	$0	$0	$0
382	Professional Services and Salary	$0	$0	$0
383	Roof Systems	$0	$0	$0
384	Site Projects	$0	$0	$0
	Total Deferred Capital Expense and Maintenance	$40,000	$40,000	$40,000
	Total Annual 10-Year Plan Expenditures	**$69,500**	**$69,500**	**$69,500**

FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

Revised 5/04/2022

2174 <= Type in School District Number

PINE RIVER-BACKUS SCHOOL DISTRICT

			Change only if requiring levy adjustments	Payable 2023 LLC Certification									
	Calculations for Ten Year Projection	Pay 23 LLC #	FY 2023	FY 2024	Current Estimate FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032
1	**Type your district number in cell A2 (Minneapolis = 1.2)**												
2	**Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b**												
3	**Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33**												
4	**Look-up data from following tabs**												
5	**Initial Formula Revenue**												
6	Current year APU	57		963.10	963.10	963.10	963.10	963.10	963.10	963.10	963.10	963.10	963.10
6a	Additional Pre-K Pupil Units (line 19 of Pre-K application)												
6b	Total Adjusted Pupil Units = (6) + (6a)				963.10	963.10	963.10	963.10	963.10	963.10	963.10	963.10	963.10
7	District average building age (uncapped)	451		45.02	45.02	46.02	47.02	48.02	49.02	50.02	51.02	52.02	53.02
8	Formula allowance			$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)	452			1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10	Initial revenue = (6) * (8) * (9)	453		365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978
11	**Added revenue for Eligible H&S Projects > $100,000 / site**												
12	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	702			-	-	-	-	-	-	-	-	-
13	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	756			-	-	-	-	-	-	-	-	-
14	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > $100,000 per site (1A)	701			-	-	-	-	-	-	-	-	-
15	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > $100,000 per site (1A)	755			-	-	-	-	-	-	-	-	-
16a	Existing Net debt service for LTFM bonds for eligible new H&S projects > $100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab				-	-	-	-	-	-	-	-	-
16b	New debt service for LTFM bonds for eligible new H&S projects > $100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue				-	-	-	-	-	-	-	-	-
17	Net debt service for LTFM bonds for eligible new H&S projects > $100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b)	767			-	-	-	-	-	-	-	-	-
18	Pay as you go revenue for eligible new H&S projects > $100,000 / site	455	-		-	-	-	-	-	-	-	-	-
19	Total additional revenue for eligible H&S projects >$100,000 / site (12) - (13) + (14) -(15) + (17) + (18)	456		-	-	-	-	-	-	-	-	-	-
	Added revenue for Pre-K remodeling (for VPK approvals only)												
20a	Net debt service for bonds approved for Pre-K remodeling	768			-	-	-	-	-	-	-	-	-
20b	Pay as you go for projects approved for Pre-K remodeling	457			-								
20c	Total Pre-K revenue				-	-	-	-	-	-	-	-	-
20d	**Total New Law Revenue (10) + (19) + (20c)**	458			365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978

	FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 5/04/2022								
2174	<= Type in School District Number												
	PINE RIVER-BACKUS SCHOOL DISTRICT		Change only										
			if requiring levy	Payable 2023									
	Calculations for Ten Year Projection	Pay 23	adjustments	LLC Certification	Current Estimate								
		LLC #	FY 2023	FY 2024	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032
	Old Formula revenue												
21	Old formula Health & Safety revenue (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2024)	459		-	22,500	-	-	-	-	-	-	-	-
22	Old formula alt facilities debt revenue (1A) - gross before debt excess	701			-	-	-	-	-	-	-	-	-
23	Debt Excess allocated to line 22				-	-	-	-	-	-	-	-	-
24	Old formula alt facilities debt revenue (1A) - debt excess	765			-	-	-	-	-	-	-	-	-
25	Old formula alt facilities net debt revenue (1B) = (12) - (13)	766			-	-	-	-	-	-	-	-	-
26	Old formula alt facilities pay as you go revenue (1A)	460	-		-	-	-	-	-	-	-	-	-
27	Old formula alt facilities pay as you go revenue (1B) > $500,000 (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2023)	463			-	-	-	-	-	-	-	-	-
27a	LTFM "H&S >100K per site" bonds	767			-	-	-	-	-	-	-	-	-
27b	LTFM "other" bonds for 1A hold harmless	769			-	-	-	-	-	-	-	-	-
28	Old formula deferred maintenance revenue = (if (22) + (26) = 0, (10) * ($64 / formula allowance))	466			61,638	61,638	61,638	61,638	61,638	61,638	61,638	61,638	61,638
29	Total old formula revenue = (21)+(24)+(25)+(26)+(27)+(27a)+(27b)+(28)	467		67,200	84,138	61,638	61,638	61,638	61,638	61,638	61,638	61,638	61,638
30	**Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]**	**468**		399,000	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978
31	District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number	469		-	-	-	-	-	-	-	-	-	-
32	**District LTFM Revenue (30) - (31)**	**470**		399,000	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)	471		-		-	-	-	-	-	-	-	-
34	**Grand Total LTFM Revenue (32) + (33)**	**472**		399,000	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978
	Aid and Levy Shares of Total Revenue												
35	For ANTC & APU, three year prior date			2020	2020	2021	2022	2023	2024	2025	2026	2027	2028
36	Three year prior Ag Modified ANTC	33		17,453,576	17,453,576	19,083,765	19,847,116	20,641,000	21,466,640	22,325,306	23,218,318	24,147,051	25,112,933
37	Three year prior Adjusted PU (New Weights)	54		1,004.70	1,015.62	957.52	1,023.54	1,064.39	1,068.37	1,068.37	1,068.37	1,068.37	1,068.37
38	ANTC / APU = (36) / (37)	474		17,371.93	17,185.18	19,930.45	19,390.66	19,392.38	20,092.81	20,896.52	21,732.39	22,601.68	23,505.75
39	State average ANTC / APU with ag value adjustment	475		9,596.79	9,596.79	10,491.16	11,673.33	12,421.51	12,918.00	13,435.00	13,972.00	14,531.00	15,112.00
40	Equalizing Factor = 123% of (39)	476		11,804.05	11,804.05	12,904.13	14,358.20	15,278.46	15,889.14	16,525.05	17,185.56	17,873.13	18,587.76
41	Local (levy) share of Equalized Revenue (lesser of 1 or (38) / (40))	477		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
42	State (aid) share of Equalized Revenue (1 - (41))	478		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
43	Equalized Revenue (lesser of (34) or (6) * (8))	473		399,000	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978
44	Initial LTFM State Aid (42) * (43)	479		-	-	-	-	-	-	-	-	-	-
45	Old formula Grandfathered Alternative Facilities Aid	481		-	-	-	-	-	-	-	-	-	-
46	Total LTFM State Aid (Greater of (44) or (45))	482		-	-	-	-	-	-	-	-	-	-
47	Total LTFM Levy (34) - (46) (including coop/intermediate)	485		399,000	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978	365,978
48	**Debt Service Portion of Revenue (non-grandfather districts)**												
49	Subtotal Debt Service Revenue from above = (12) - (13) + (17) + (20a) + (24)	765+766+ 767+768			-	-	-	-	-	-	-	-	-
50	Existing LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab	769			195,759	192,386	193,935	195,353	191,389	192,321	193,108	193,751	194,093
50b	New LTFM bonds excluding bonds on line 17 (principal + interest)*1.05				-	-	-	-	-	-	-	-	-
51	Total Debt Service Revenue = (49) + (50) + (50b)	770			195,759	192,386	193,935	195,353	191,389	192,321	193,108	193,751	194,093
52	Equalized debt Service Revenue (lesser of (43) or (51))	486			195,759	192,386	193,935	195,353	191,389	192,321	193,108	193,751	194,093
53	Debt Service Aid = (52) * (42)	488			-	-	-	-	-	-	-	-	-
54	Equalized Debt Service Levy = (52) - (53)	489			195,759	192,386	193,935	195,353	191,389	192,321	193,108	193,751	194,093

FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection					**Revised 5/04/2022**								
2174	**<= Type in School District Number**												
	PINE RIVER-BACKUS SCHOOL DISTRICT		Change only										
			if requiring levy	Payable 2023									
Calculations for Ten Year Projection		**Pay 23**	adjustments	LLC Certification	Current Estimate								
		LLC #	FY 2023	FY 2024	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032
55	Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))	490			-	-	-	-	-	-	-	-	-
56	**General Fund Portion of Revenue (non-grandfather districts)**												
57	Total General Fund Revenue = (34) - (51)	491			170,219	173,592	172,043	170,626	174,589	173,657	172,870	172,227	171,886
58	General Fund Equalized Revenue = (43) - (52)	492			170,219	173,592	172,043	170,626	174,589	173,657	172,870	172,227	171,886
59	Total General Fund Aid = (46) - (53)	493			-	-	-	-	-	-	-	-	-
60	General Fund Equalized Levy = (58) * (41)	494			170,219	173,592	172,043	170,626	174,589	173,657	172,870	172,227	171,886
61	General Fund Unequalized levy = (57) - (58)	495			-	-	-	-	-	-	-	-	-
62	Total General Fund Levy = (60) + (61)	496			170,219	173,592	172,043	170,626	174,589	173,657	172,870	172,227	171,886
	Notes: 1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid. 2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan. 3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.												

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Division of School Finance
400 NE Stinson Blvd.
Minneapolis, MN 55413

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

ED-02477-09
Due: July 31, 2023

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

Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
Pine River-Backus Schools	2174-01	6/2/2023

Statement of Assurances

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

Certification of Statement of Assurances

Signature – ***Must be signed*** by Superintendent or Cooperative Unit Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
	Jonathan Clark, Superintendent	6/1/2023

101 LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

III. RELATIONSHIP TO OTHER ENTITIES

A. The school district is a separate legal entity.

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

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

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

A. <u>Funds</u>

1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools, and authority to manage and expend such funds, subject to applicable law.

2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.

3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.

2. The school district may issue bonds in accordance with the provisions of Minnesota Statutes chapter 475, or other applicable law.

3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.

2. The school district shall manage its property in a manner consistent with the educational functions of the district.

3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.

4. School district officials hold school property as trustees for the use and benefit of students, taxpayers and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.

2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minnesota Statutes section 465.71 or other applicable law.

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

4. The school district has authority to enter into employment contracts. As

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

E. Textbooks, Educational Materials, and Studies

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

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

F. Actions and Suits

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

Legal References: Minn. Const. art. 13, § 1
Minn. Stat. Ch. 123B (School Districts, Powers and Duties)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minn. Stat. § 465.035 (Public Corporation Conveyance or Lease of Land)
Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.64 (Rights, Powers, Duties: Municipalities)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of School Board)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 705 (Investments)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)
MSBA/MASA Model Policy 801 (Equal Access to School Facilities)
MSBA Service Manual, Chapter 3, Employee Negotiations
MSBA Service Manual, Chapter 13, School Law Bulletin “F” (Contract and Bidding Procedures)

102 EQUAL EDUCATIONAL OPPORTUNITY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).

C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).

D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).

E. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

F. Every school district employee shall be responsible for complying with this policy.

G. Any student, parent or guardian having any question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq*. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
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 514 (Bullying Prohibition)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

104 SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. MISSION STATEMENT

Our mission is to inspire life-long learners in pursuing their dreams and becoming responsible, productive citizens through a partnership of families, educators and communities committed to excellence.

IV. REVIEW

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

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)
Minn. Rule Parts 3501.0010-3501.0180
Minn. Rule Parts 3501.0200-3501.0270

Cross References:

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.

B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

"School board" means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

A. The membership of the school board consists of six elected directors, or seven if the school board has submitted the question to the electors and a majority have approved a seven-member school board. The term of office is four years.

[Note: This number may be different for combining or consolidating school boards that are in a transition period.]

B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.

C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.

B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.

C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.

D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.

E. The school board, among other duties, shall perform the following in accordance with applicable law:

1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;

2. conduct the business of the schools and pay indebtedness and proper expenses;

3. employ and contract with necessary qualified teachers and discharge the same for cause;

4. provide services to promote the health of its pupils;

5. provide school buildings and erect needed buildings;

6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;

7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;

8. employ and discharge necessary employees and contract for other services;

9. provide for transportation of pupils to and from school, as governed by statute; and

10. procure insurance against liability of the school district, its officers, and employees.

F. The school board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;

2. furnish school lunches for pupils and teachers on such terms as the school board determines;

3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;

4. lease rooms or buildings for school purposes;

5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;

6. authorize co-curricular and extracurricular activities;

7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and

8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References: Minn. Stat. § 123A.22 (Cooperative Centers for Vocational Education)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 123B.23 (Liability Insurance; Officers and Employees)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)
Minn. Stat. § 123B.85 (Definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the School Board -Governing Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

202 SCHOOL BOARD OFFICERS

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

I. PURPOSE

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

A. The school board shall meet annually and organize by selecting a chair, a clerk, a treasurer and such other officers as determined by the school board. At its option, the school board may appoint a vice-chair to serve in the temporary absence of the chair.

B. The school board shall appoint a superintendent who shall be an ex officio, non-voting member of the school board.

III. ORGANIZATION

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify.

A. The persons who perform the duties of clerk and treasurer need not be members of the school board.

B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

[Note: The organizational meeting is a good time for the school board to plan for how to cancel and reschedule a board meeting. For example, the school board could decide and include in the regular meeting schedule a provision that if the school district closes early due to bad weather and calls off evening activities, any school board meeting scheduled for that evening will also be postponed and held at the same time and place the following evening.

The organizational meeting is also a good time for the school board to select the school district's legal counsel and the individuals authorized to contact legal counsel. Usually,

the authorized contacts are the board chair, the superintendent, and the chief business official of the school district. In addition, many school districts authorize their human resources director, or a person exercising similar duties, to contact legal counsel.]

IV. OFFICER'S RESPONSIBILITIES

A. Chair

1. The chair when present shall preside at all meetings of the school board, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.

2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

B. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.

2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.

3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minnesota Statutes section 123B.12.

C. Clerk

1. The clerk shall keep a record of all meetings in the books provided.

2. Within three days after an election, the clerk shall notify all persons elected of their election.

3. On or before September 15 of each year, the clerk shall:

   a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.

   b. make and transmit to the Commissioner of the Minnesota Department of Education (COmmisioner) certified reports, showing:

      (1) revenues and expenditures in detail, and such other financial

information required by law, rule, or as may be called for by the Commissioner;

(2) length of school term and enrollment and attendance by grades; and

(3) other items of information as called for by the Commissioner.

4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.

5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.

6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.

7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Vice-Chair [Optional]

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.

2. The superintendent shall perform the following:

a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;

b. recommend to the school board employment and dismissal of teachers;

c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;

d. superintend school grading practices and examinations for promotions;

e. make reports required by the commissioner; and

f. perform other duties prescribed by the school board.

Legal References: Minn. Stat. § 123B.12 (Insufficient Funds to Pay Orders)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)
Minn. Stat. Ch. 205A (School District Elections)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

203 OPERATION OF THE SCHOOL BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

II. GENERAL STATEMENT OF POLICY

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

III. RULES OF ORDER

Rules of order for school board meetings shall be as follows:

A. Minnesota statutes where specified;

B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and

C. *Robert's Rules of Order, Revised* (latest edition) where not inconsistent with A. and B., above.

[Note: The editions of Robert's Rules of Order differ, so specifying the edition used is important.]

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (School Board Matters)
Minn. Stat. § 123B.14 (Officers)

Cross References: None

203.1 SCHOOL BOARD PROCEDURES; RULES OF ORDER

I. PURPOSE

The purpose of this policy is to provide specific rules of order to conduct meetings of the school board.

II. GENERAL STATEMENT OF POLICY

To ensure that school board meetings are conducted in an orderly fashion, the school board will follow rules of order which will allow the school board:

A. To establish guidelines by which the business of the school board can be conducted in a regular and internally consistent manner;

B. To organize the meetings so all necessary matters can be brought to the school board and decisions of the school board can be made in an orderly and reasonable manner;

C. To insure that members of the school board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and

D. To ensure that meetings and actions of the school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

A. School board members need not rise to gain the recognition of the chair.

B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.

C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.

D. The chair shall decide the order in which school board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.

E. The chair shall rule on all questions relating to motions and points of order brought before the school board.

F. A ruling by the chair is subject to appeal to the full school board pursuant to Robert's Rules of Order.

G. The school board shall have authority to recognize any member of the audience regarding a request to be heard at the school board meeting. Members of the public who wish to be heard shall follow school board procedures.

H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.

I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.

J. The order in which names will be called for roll call votes will be determined by the school board.

[Note: The school board may choose to include in the policy a method of calling the roll.]

K. The chair has the same right and responsibility as each school board member to vote on all issues.

L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.

M. A majority of the voting members of the school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

[Note: In addition, school boards may have other rules or local customs they wish to incorporate to reflect their normal processes and procedures.]

Sample of School Board Agenda:

1. Call of Order and Pledge to Flag

2. Welcome to Visitors
   2.1 Public Comments and Time for Interaction with the Board on Agenda Items
   2.2 Student Council Representative
   2.3 Employee of the Month
   2.4 Spotlight on Education

3. Approve Agenda (Addendum)

4. Approve Minutes

5. Information Items:
   5.1 Administrative Reports
   5.2 Director's Reports
   5.3 Enrollment Report

6. Consent Calendar:
   6.1 Approve Bills Presented
   6.2 Approve Investment Report
   6.3 Approve Treasurer's Report
   6.4 Approve Electronic Fund Transfers and Other Banking Transactions

7. Discussion Items:

8. Action Items:

9. Open Forum

10. Next Regular Board Meeting

11. Adjourn

Legal References: Minn. Stat. § 13D.01, Subd. 4 (Open Meeting Law)
Minn. Stat. § 122A.40 (Employment Contracts, Termination)
Minn. Stat. § 123B.09, Subds. 6 and 7 (School Board Powers)
Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)
Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)
Minn. Stat. § 471.88 (Exceptions)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)

203.5 SCHOOL BOARD MEETING AGENDA

I. PURPOSE

The purpose of this policy is to provide procedures for the preparation of the school board meeting agenda to ensure that the school board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT OF POLICY

The policy of the school board is that school board meetings shall be conducted in a manner to allow the school board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon.

III. PROCEDURES

A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.

B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.

[Note: The Minnesota Commissioner of Administration has issued an opinion that a government entity is limited to acting only on those matters specifically included in the notice of a special meeting.]

C. The tentative agenda and supporting documents shall be sent to the school board members five (5) days prior to the scheduled school board meeting.

D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.

E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the

direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)
MSBA/MASA Model Policy 203.6 (Consent Agendas)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 207 (Public Hearings)

204 SCHOOL BOARD MEETING MINUTES

[Note: The provisions of this policy are required by statute.]

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. <u>Recordings of Closed Meetings</u>

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.

2. Recordings of closed meetings shall be preserved by the school district for the following time periods:

a. Meetings closed to discuss labor negotiations strategy shall be

preserved for two (2) years after the contract is signed.

b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.

c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.

d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.

e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.

3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:

a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.

b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.

c. Recordings of any other closed meetings shall be classified and/or released as required by court order.

4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.

5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:

a. The date of the closed meeting;

b. The basis upon which the meeting was closed (i.e.: labor negotiations

strategy, purchase or sale of real property, educational data, etc.); and

c. The classification of the data.

6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.

B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.

C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References: Minn. Stat. § 13D.01, Subds. 4-6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 331A.01 (Definition)
Minn. Stat. § 331A.05, Subd. 8 (Form of Public Notices)
Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)
Op. Atty. Gen. 161-a-20, December 17, 1970

Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

205 OPEN MEETINGS AND CLOSED MEETINGS

[Note: The provisions of this policy accurately reflect Minnesota's Open Meeting Law statutes and are not discretionary in nature.]

I. PURPOSE

A. The school board embraces accountability and transparency in the conduct of its business, in the belief that openness produces better programs, more efficient administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.

B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting an individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.

B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum of school board members, or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.

IV. PROCEDURES

A. Meetings

1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at the school offices. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.

b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.

c. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.

d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.

e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

a. An emergency meeting is a special meeting called because of circumstances that, in the school board's judgment, require immediate consideration.

[Note: While the statute leaves the question to the board of whether the circumstances require immediate consideration at an emergency meeting, the advisory opinions of the Commissioner of Administration would limit such meetings to responding to natural disasters or health epidemics caused by an event such as an accident or terrorist attack.]

b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.

d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board.

e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.

f. Notice shall include the subject of the meeting.

g. Posted or published notice of an emergency meeting shall not be required.

h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least twenty-four (24) hours before the meeting, all notice requirements are

satisfied with respect to that person, regardless of the method of receipt of notice.

7. Meeting during Pandemic or Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minnesota Statutes chapter 12, a meeting may be conducted by telephone or interactive technology, in compliance with Minnesota Statutes section 13D.021.

8. Meetings Conducted by Interactive Technology

A meeting may be conducted by interactive technology, Skype, or other similar electronic means in compliance with Minn. Stat. § 13D.02.

B. Votes

The votes of school board members shall be recorded in a journal]or minutes kept for that purpose. The journal or any minutes used to record votes of a meeting must be open to the public during all normal business hours at the school district's administrative offices.

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.

2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Open Meetings Data

1. Meetings may not be closed to discuss data that are not public data except as provided under Minnesota law.

2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy

   a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota's Public Employment Labor Relations ACT (PELRA).

   b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

   All negotiations, mediation meetings, and hearings between the school board and its employees or their respective representatives are public meetings. Mediation meetings may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Allegations or Charges

   The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

   The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the

evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, i.e., regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

a. A hearing on dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.

b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing.

c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within fourteen (14) days of that decision.

b. If the coach requests the reasons for the nonrenewal, the school board must give the coach its reasons in writing within ten (10) days of receiving the request. The existence of parent complaints must not be the sole reason for the school board not to renew a coaching contract.

c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.

d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minnesota Statutes section 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.

e. A meeting closed for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

a. Any portion of a meeting must be closed if the following types of data are discussed:

1) data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;

2). active investigative data collected or created by a law enforcement agency;

3) educational data, health data, medical data, welfare data, or mental health data that are not public data; or

4) an individual's personal medical records.

b. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

a. The school board may close a meeting:

(1) to determine the asking price for real or personal property to be sold by the school district;

(2) to review confidential or nonpublic appraisal data; and

(3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.

b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.

c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.

c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures)
Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach)
Minn. Stat. § 122A.40, Subd. 14 (Employment; Contracts; Termination))
Minn. Stat. § 179A.14, Subd. 3 (Negotiations Procedures)
Minn. Rules Part 5510.2810 (Petition for Mediation)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied*. (Minn. 1993)
Dept. of Admin. Advisory Op. No. 21-003 (April 19, 2021)
Dept. of Admin. Advisory Op. No. 21-002 (January 13, 2021)
Dept. of Admin. Advisory Op. No. 19-012 (October 24, 2019
Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 18-019 (December 28, 2018)
Dept. of Admin. Advisory Op. No. 17-005 (June 22, 2017)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References: MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board

Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Law Bulletin “C” (Minnesota’s Open Meeting Law)

206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.

B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school board is to encourage discussion by persons of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.

B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.

B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data

that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than $10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

D. "Educational data" means data maintained by the school district which relates to a student.

E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address, either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee

can be reached.

IV. RIGHTS TO PRIVACY

A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);

2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);

3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);

4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.

B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);

2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);

3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

VI. PROCEDURES

A. <u>Agenda Items</u>

1. Persons who wish to have a subject discussed at a public school board meeting are encouraged to notify the superintendent's office in advance of the school board meeting. The person should provide his or her name, the

name of group represented (if any), and the subject to be covered or the issue to be addressed.

2. Persons who wish to address the school board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain.

3. The school board chair will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.

4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.

5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.

6. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.

7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.

2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities

involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.

3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.

4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

C. Open Forum

The school board shall normally provide a specified period of time when persons may address the school board on any topic, subject to the limitations of this policy. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.

D. No Board Action at Same Meeting

Except as determined by the school board to be necessary or in an emergency, the school board will not take action at the same meeting on an item raised for the first time by the public.

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)

B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)

C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures; Closed or Open Meeting)
Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)
Minn.Stat. § 122A.40, Subd. 14(Employment; Contracts;Termination;Hearing Procedures)
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent Achool Districts; Employees; Contracts for Services)
Minn. Stat. § 123B143, Subd. 2 (Superintendents; Disclose Past Buyouts or Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA School Law Bulletin “C” (Minnesota’s Open Meeting Law)
MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)

207 PUBLIC HEARINGS

I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board during a public hearing. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

For the school board to efficiently receive public input on matters properly before the school board establishes the, the procedures set forth in this policy are established by the school board.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minnesota Statutes section 123B.51), education district establishment (Minnesota Statutes section 123A.15), and agreements for secondary education (Minnesota Statutes section 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the school board's discretion.

B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to the commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the hearing will be granted only at the school board's discretion.

1. Format of Request: If required by the school board, a written request of an individual or a group to address the school board shall contain the name and address of the person or group seeking to address the school board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.

2. Time Limitation: The school board retains the discretion to limit the time for each presentation as needs dictate.

3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. If the school board requires designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as the school board otherwise determined by the school board.

4. Privilege to Speak: A school board member should direct any remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.

5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

Legal References: Minn. Stat. § 123A.15 (Establishing Education Districts)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123B.51 (School Closings)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

[Note: The provisions of this policy are recommendations. The procedures for policy development, adoption, and implementation are not specifically provided by statute.]

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.

B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.

C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.

D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF POLICY

A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

[Note: These policies are found in the 200 Series of the MSBA/MASA Policy Reference Manual.]

B. Each school board member shall have access to this policy manual, and a copy shall be placed in the office of each school attendance center. Manuals shall be available in the central office and made available for reference purposes to other interested persons.

C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy manuals current.

D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 506 Student Discipline; 722 Public Data Requests and 806 Crisis Management Policy.

E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district.

Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

209 CODE OF ETHICS

I. PURPOSE

[NOTE: A code of ethics establishes standards of conduct that members of a school board create and agree to follow. The principles and values embodied in this code of ethics prioritize board members' obligations to students, the district, and the community. As a written set of expectations, a code of ethics guides board members' decision making and behavior. This model policy offers a starting point for school boards as they create a code that establishes parameters for board member conduct that best serve their district. Minnesota law and rules of parliamentary procedure establish sanctions that a school board may choose to pursue.]

II. GENERAL STATEMENT OF POLICY

Each school board member shall follow the code of ethics stated in this policy.

A. AS A MEMBER OF THE SCHOOL BOARD, I WILL:

1. Attend school board meetings.

2. Come to the meetings prepared for discussion of the agenda items.

3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).

4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.

5. Support the decision of the school board, even if my position concerning the issue was different.

6. Recognize the integrity of my predecessors and associates and appreciate their work.

7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.

8. Inform myself about the proper duties and functions of a school board member.

B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

1. Focus on education policy as much as possible.

2. Remember my responsibility is to set policy – not to implement policy.

3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.

4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.

5. Work through the superintendent – not over or around the superintendent.

6. Delegate the implementation of school board decisions to the superintendent.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.

2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.

3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.

4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.

5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.

6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational

needs of the school district and community.

2. Attempt to obtain adequate financial support for the school district's programs.

3. Insist that business transactions of the school district be ethical and open.

4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school district.

2. Give the superintendent authority commensurate with his or her responsibilities.

3. Assure that the school district will be administered by the best professional personnel available.

4. Consider the recommendation of the superintendent in hiring all employees.

5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.

6. Insist the superintendent keep the school board adequately informed at all times.

7. Offer the superintendent counsel and advice.

8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.

9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.

10. Present any personal criticisms of employees to the superintendent.

11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.

2. Comply with all school district policies as adopted by the school board.

3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.

4. Recognize that school district business may be legally transacted only in an open meeting of the school board.

5. Avoid conflicts of interest and refrain from using my school board position for personal gain.

6. Take no private action that will compromise the school board or administration.

7. Guard the confidentiality of information that is protected under applicable law.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: MSBA Service Manual, Chapter 1, School Board Member Code of Ethics

210 CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS

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

I. PURPOSE

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS

A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.

B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:

1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minnesota Statutes chapter 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the school board minutes. Disclosure shall be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and need only be made once;

2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;

3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;

4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:

   a. The school board shall authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.

   b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.

   c. Before a claim is paid, the interested school board member shall file with the clerk of the school board an affidavit stating:

      (1) The name of the school board member and the office held;

      (2) An itemization of the goods or services furnished;

      (3) The contract price;

      (4) The reasonable value;

      (5) The interest of the school board member in the contract; and

      (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.

5. A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract. (*Note: This section applies only when the school district has a population of 1,000 or less according to the last federal census*.)

6. A school board member may rent space in a public facility at a rate

commensurate with that paid by other members of the public.

C. In the following circumstances, the school board may as an exception, by majority vote at a meeting at which all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee only if there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed $20,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting at which all school board members are present, that employment is immediately terminated and that school board member has no further rights to employment while serving as a school board member in the school district.

Note: The $800 figure increased to $20,000 effective July 1, 2022

D. The school board may contract with a class of school district employees, such as teachers or custodians, when the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. In order for the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting where the contract is approved.

IV. LIMITATIONS ON RELATED EMPLOYEES

A. The school board must hire or dismiss teachers only at duly called meetings. When a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.

B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

V. CONFLICTS PRIOR TO TAKING OFFICE

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew

such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

Legal References: Minn. Stat. § 122A.40, Subd. 3 (Employment; Contracts; Termination)
Minn. Stat. § 123B.195 (Board Member's Right to Employment)
Minn. Stat. § 471.87 (Public Officers; Interest in Contract; Penalty)
Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)
Minn. Stat. § 471.89 (Contract, When Void)
Op. Atty. Gen. 437-A-4, March 15, 1935
Op. Atty. Gen. 90-C-5, July 30, 1940
Op. Atty. Gen. 90-A, August 14, 1957

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School Board)
MSBA/MASA Model Policy 209 (Code of Ethics)

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance about the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee or student.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.

B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.

C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

III. CIVIL ACTIONS

A. Pursuant to Minnesota Statutes section 466.07, subdivision 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that the school board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.

B. Pursuant to Minnesota Statutes section 123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district must provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful

death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and to the Family Educational Rights and Privacy Act, 20 United States Code section 1232g and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, the employee will inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official designated as the responsible authority for the collection, use and dissemination of data.

D. Service of Subpoenas

School district officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. CRIMINAL CHARGES OR CONDUCT

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.

2. If the school district receives information relating to activities of a criminal nature, by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes and provisions of applicable collective bargaining agreements.

3. Pursuant to Minnesota Statutes section 123B.02, subdivision 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal

counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision as to whether to reimburse shall be made in the school board's discretion. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. To promote that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless there are extenuating circumstances exist the matter being investigated is school-related, or as otherwise provided by law.

2. If questioning at school is unavoidable, the school district will attempt to maintain confidentiality, to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes section 260E.22), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) and 20 United States Code section 1232g (FERPA).

V. STATEMENTS WHEN LITIGATION IS PENDING

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons

involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel; Reimbursement)
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)
Minn. Stat. § 260E.22, Subd. 1 (Interviews)
Minn. Stat. § 466.07, Subd. 1 (Indemnification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
Op. Atty. Gen. 169 (Minn, Mar. 7, 1963)
Op. Atty. Gen. 169 (Minn, Nov. 3, 1943)
Dypress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308, 95 S.Ct. 992, 43 L.Ed.2d 214 (1975)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 408 (Subpoena of a School District Employee)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

212 SCHOOL BOARD MEMBER DEVELOPMENT

I. PURPOSE

In recognition of the need for continuing inservice training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

II. GENERAL STATEMENT OF POLICY

A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA.

B. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups.

C. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.

D. The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (Board of Independent School Districts)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)

213 SCHOOL BOARD COMMITTEES

[Note: Many school boards utilize either standing or ad hoc committees, or both. On the other hand, some school boards avoid the use of committees for the most part because of the danger of fragmentation of the governance process. The objective of this policy is to provide a framework for those school boards which elect to utilize committees or subcommittees. Further, this policy is designed to apply only to committees or subcommittees made up of elected school board members. Other considerations will apply to committees established by the school board involving members of the public, employees, students, parents, etc.]

I. PURPOSE

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.

B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.

C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.

D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.

E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.

F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.

G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.

H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

III. APPOINTMENT OF COMMITTEES

A. The school board hereby appoints the following standing committees:

1. Audit. (Finance Committee)

2. Policy.

3. Facility (Building and Grounds) Health & Safety

4. Negotiations Committee(s) for various employee groups. (PRB Education Minnesota, Local 284, Principal's Association, etc.)

5. Catch the Pride Public Relations.

[Note: Each school district should determine which, if any, standing committees the school board wishes to establish.]

B. The School Board appoints members to participate on the following District Committees:

1. National Joint Powers Alliance - when requested

2. Infinity Governing Board - when requested

3. Community Ed Advisory Board

4. Others as needed.

B. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission of each such committee.

C. The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof.

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.

B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school

board.

C. Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.

D. The committee or subcommittee shall designate a secretary who will record the minutes of actions of the school board committee.

E. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.

F. A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of the School Board)
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)

214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

[Note: School districts are required by statute to adopt a policy addressing this issue.]

I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for

lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

Cross References: MSBA/MASA Model Policy 212 (School Board Member Development)
MSBA/MASA Model Policy 412 (Expense Reimbursement)

301 SCHOOL DISTRICT ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the school board.

II. GENERAL STATEMENT OF POLICY

A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to develop a school environment that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services equitably.

B. The school board expects all activities related to school district operations to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the policies of the school board.

C. The school board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.

D. Although the school board holds the superintendent ultimately responsible for administration of the school district and annual evaluation of each principal, the school board also recognizes the direct responsibility of principals for educational results and effective administration, supervisory, and instructional leadership at the school building level.

E. The school board and school administration shall work together to share information and decisions that best serve the needs of school district students within financial and facility constraints that may exist.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)

Cross References: None

302 SUPERINTENDENT

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, non-voting member of the school board and as chief executive officer of the school system.

III. GENERAL RESPONSIBILITIES

A. The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.

B. The superintendent shall annually evaluate each principal assigned responsibility for supervising a school building in the district.

C. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation.

D. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies
MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 301 (School District Administration)

MSBA/MASA Model Policy 303 (Superintendent Selection)
MSBA/MASA Model Policy 304 (Superintendent Contract, Duties, and Evaluation)
MSBA/MASA Model Policy 305 (Policy Implementation)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 513 (Student Promotion, Retention, and Program Design)
MSBA/MASA Model Policy 602 (Organization of School Calendar and School Day)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 802 (Disposition of Obsolete Equipment and Material)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
MSBA/MASA Model Policy 905 (Advertising)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA/MASA Model Policy 907 (Rewards)

303 SUPERINTENDENT SELECTION

I. PURPOSE

The purpose of this policy is to convey to the school community that the authority to select and employ a superintendent is vested in the school board.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent to serve as the chief executive officer of the school district and to conduct the daily operations of the school district.

III. QUALIFICATIONS

A. The school board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.

B. The school board will consider professional preparation, experience, skill and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

A. A process for recruitment, screening, and interviewing of candidates shall be developed by the school board.

B. The school board may contract for assistance in the search for a superintendent.

C. The school board shall provide the contract for the superintendent and specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the school board shall observe all requirements of state and federal law and school board policy.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Rules, Chapter 3512

Cross References: None

304 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.

B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to evaluate the performance of the superintendent.

C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: None

PINE RIVER-BACKUS PUBLIC SCHOOLS
I.S.D. # 2174
JOB DESCRIPTION

Job Title: Superintendent | Department/Location: District Office

Accountability: (Title): Board of Education | Date: May 2020

Reviewed: _____ (Board Clerk/Treasurer) | Approval: _____ (Board Chair)

JOB SUMMARY: Executive officer of the school district. Provides leadership in developing and maintaining quality education programs and services. Oversees all areas of the school district. Provide for the effective administration of the schools within the guidelines established by the philosophy and policies of the Board of Education and the laws of the State of Minnesota. Facilitates ongoing Strategic Planning and processes connected with achieving goals.

ASSIGNMENT: Full-time, 260 days/year. See Superintendent's Contract.

MAJOR AREAS OF ACCOUNTABILITY:

20% General Administration
- A. Plans for the overall administrative organization of the school district.
- B. Operates as the leader of the administrative team.
- C. Monitors the maintenance of all student, employee and business records, and other such records as required by law and Board policy.
- D. Monitors compliance with laws and regulations as determined by the Minnesota Department of Education.
- E. Provides for on-going development, implementation and compliance with the policies and decisions of the Board of Education, as well as rules and procedures.
- F. Prepares annual school calendar for Board approval and makes appropriate decisions to alter the calendar, if necessary, due to weather conditions or program changes.
- G. Administers general operations and procedures of the District Office.
- H. Coordinates strategic planning process for the school district.

15% Communication and Public Relations
- A. Maintains a system of regular communication with the Board of Education.
- B. Keeps school personnel informed of district proceedings.
- C. Ensures the public is kept informed of school activities, programs, planning and needs through regular communications.
- D. Participates in school and community affairs.
- E. Maintains accessibility to school employees, community groups, parents, media persons and other district residents relating to school district issues.

10% Program

A. Provides leadership for development and annual review of district strategic plan.
B. Provides a process for curriculum review, development and implementation utilizing administration, staff and community.
C. Oversees the instructional approaches and grade level and departmental configurations used for teaching students at all levels.
D. Provides assessment of learner outcomes and achievements and facilitates reporting of results to the Board of Education.
E. Enables the offering of district educational opportunities for adults and pre-schoolers, as well as school-aged children outside of the regular school day or year.

15% Personnel

A. Identifies staffing needs and recommends employment or dismissal of personnel.
B. Provides for clear understanding of work responsibilities and job descriptions for all employees.
C. Develops and monitors a system of evaluation for teaching and non-teaching staff.
D. Supervises and evaluates the performance of administrative personnel.
E. Supervises the plan for in-service education and staff development for all employees.
F. Provides for the development and maintenance of staff handbooks for employees to follow in carrying out their assignments.
G. Provides for the recognition of outstanding employee performance.
H. Maintains and updates the PRBval process.
I. Assures proper licensing and certification of all personnel.

20% Business Management

A. Provides for long-range fiscal and facilities planning.
B. Participates in negotiations on behalf of the district.
C. Leads business office staff to ensure compliance with state and federal accounting regulations.

20% Board of Education

A. Provides professional information and recommendations on programs, policies, personnel, legal matters and school finance.
B. Oversees preparation of board agenda and other necessary information for school board meetings and attends all meetings.
C. Makes regular and necessary reports to the Board of Education.
D. Works with state and local legislative leaders to communicate and enhance Board of Education needs and priorities.
E. Represents the School Board at various meetings and organizations.
F. Assists the Board of Education in yearly and long-range goal setting.

CRITICAL SKILLS/EXPERTISE

Physical Involvement:

A. Requires ability to move throughout the buildings.
B. May require physical intervention with students.
C. Requires extended periods of sitting and working on a computer.
D. Requires frequent repetitive motion on keyboard.

Mental Involvement:

A. Requires mental stamina and endurance to deal with stressful situations.
B. Requires the ability to multi-task.
C. Requires the ability to visualize outcomes and conclusions, analyze and interpret data, conduct research, manage resources and evaluate the performance of others.

Working Conditions:

A. Normal office and school conditions.
B. Occasional exposure to various circumstances or environments including airborne pathogens, disruptive students, etc.

Supervision of Other Employees:

A. Responsible either directly or indirectly for supervision of all school district employees.

MIMIMUM QUALIFICATION

Education:

A. MA degree required.
B. Superintendent's license issued by the Minnesota Department of Education.
C. Experience:
D. Administrative experience required.

Special Knowledge or Skills:

A. Decision-making.
B. Conflict resolution.
C. Nine Superintendent Competencies:
D. Philosophical, historical and legal foundations of education
E. Characteristics of students
F. Assessment, diagnosis and evaluation
G. Instructional content and practice
H. Supporting the teaching and learning environment
I. Managing student behavior and social interaction skills
J. Communication and collaborative partnerships
K. Professionalism and ethical practices
L. Academic instructional skills in Math, Reading and Writing

Equipment, Machines, Tools, Electronic Devices, Software:

A. Phone system, voice mail, computer, related software, copier, facsimile machine, internet, email and other office equipment.

JOB OUTCOMES:

A. Projects a positive, cooperative and respectful attitude with students, parents, school board, employees and community members.
B. Ensures school district operates efficiently and smoothly.
C. Ensures a safe environment conducive to learning.
D. Ensures curriculum tools, facilities and equipment needed to support the educational programs and activities.
E. Provides the educational opportunity for every student to reach his/her potential.

F. Communicates effectively and promotes a shared commitment to a safe and productive learning environment, staff professional growth and parental involvement.
G. Renews and extends knowledge and skills essential to professional and personal efficiency.
H. Establishes, models and communicates high expectations for staff professional development and personal fulfillment through continuous growth as described in the PRB Professional Growth Plan.
I. Monitors district budget and compliance with budget guidelines, state and federal regulations, district policies and procedures.

This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability

Name_____
Date_____

Evaluator_____

Appraisal Period: From_____ to _____.

Listed below are eight-performance responsibilities involved with the position of superintendent. Rate each performance by circling the appropriate response. You may use the comment area below each responsibility to evaluate the superintendent. Please feel free to use one or both ways to evaluate.

Evaluation code: Use the number that best describes extent of achievement.

1 Indicates unacceptable performance.
2 Indicates improvement needed.
3 Indicates meets expectations.
4 Indicates very good performance.
5 Indicates outstanding performance.
UA Unable to answer.

	Evaluation Codes Low-High
1. Provides leadership for district's educational programs, staff development programs, and curriculum development to provide the best learning environment for students.	1 2 3 4 5 UA

Comments:
_____
_____

_____
_____

2. Informs and advises the board about programs, practices, and problems of the schools, and keeps the board informed of the activities operating under the board's authority. 1 2 3 4 5 UA

Comments:
_____
_____
_____
_____

3. Presents the educational needs of the district to the school board, recommending needs for new and revised policies, and staffing recommendations for board decisions. 1 2 3 4 5 UA

Comments:
_____
_____
_____
_____

4. Acts as liaison between the community and the school district and responds to concerns of parents, students, citizens and staff to increase understanding of policies and practices to keep them informed and involved with the school activities. 1 2 3 4 5 UA

Comments:
_____
_____
_____
_____

5. Interprets staff proposals to the board and recommends adjustments of employee policies and salary structures. 1 2 3 4 5 UA

Comments:
_____
_____
_____
_____

6. Institutes and updates a comprehensive strategic planning process, including short-term and long-term planning district goals, and instructional goals. 1 2 3 4 5 UA

Comments:
_____
_____
_____
_____

7. Maintains and improves effective board/superintendent relations by periodically reviewing and upgrading performance through joint seminars and training sessions. 1 2 3 4 5 UA

Comments:

_____
_____
_____
_____

8. Is ultimately accountable for all aspects of school district operation. 1 2 3 4 5 UA

A. School District Budget
B. School District Liaisons
C. Non-licensed staff contract management
D. Non-licensed staff supervision
E. Buildings and ground maintenance
F. Categorical programs maintenance
G. School building operations/instruction and activities
H. Special education
I. Transportation
J. Vocational education
K. Gifted education
L. High technology
M. Student assistance
N. Community education, including recreation and preschool
O. Summer school

Comments:

_____
_____
_____
_____

305 POLICY IMPLEMENTATION

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school district policy.

II. GENERAL STATEMENT OF POLICY

A. It shall be the responsibility of the superintendent to implement school district policy and to recommend additions or modifications thereto. The administration is authorized to develop procedures, guidelines, and directives to effectuate the implementation of school board policies. These procedures, guidelines, and directives shall not be inconsistent with said policies. At least annually, these written procedures, guidelines, and directives shall be presented to the school board for review.

B. Employee and student handbooks shall be subject to annual review and approval by the school board.

C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school district policy and shall be approved by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

306 ADMINISTRATOR CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to establish the requirements of the school board that school administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

II. GENERAL STATEMENT OF POLICY

A. An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator must subscribe to the following standards.

B. The Educational Administrator:

1. Makes the well-being of students the fundamental value of all decision-making and actions.

2. Fulfills professional responsibilities with honesty and integrity.

3. Supports the principle of due process and protects the civil and human rights of all individuals.

4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.

5. Implements the school board's policies.

6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.

7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.

8. Accepts academic degrees or professional certification only from duly accredited institutions.

9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.

10. Honors all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.

11. Adheres to the Code of Ethics for School Administrators in Minnesota Rule.

Legal References: Minn. Stat. § 122A.14, Subd. 4 (Duties of Board of School Administrators)

Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

Cross References: None

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

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

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

C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

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

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international

baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

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

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

IV. LONG-TERM STRATEGIC PLAN

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

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female*;*

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

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

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

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

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

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

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

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

6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and

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

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

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

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

a. reading, writing, speaking, listening, and viewing in the English language;

b. mathematical and scientific concepts;

c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

d. creative and critical thinking, decision making, and study skills;

e. work readiness skills;

f. global and cultural understanding.

2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:

a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;

b. bring many perspectives, including historical, to contemporary issues;

c. develop an appreciation and respect for democratic institutions;

d. communicate and relate effectively in languages and with cultures other than the student's own;

e. practice stewardship of the land, natural resources, and environment;

f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.

4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:

a. establishing and achieving personal and career goals;

b. adapting to change;

c. leading a healthy and fulfilling life, both physically and mentally;

d. living a life that will contribute to the well-being of society;

e. becoming a self-directed learner;

f. exercising ethical behavior.

5. Students will be given the opportunity to acquire human relations skills necessary to:

a. appreciate, understand, and accept human diversity and interdependence;

b. address human problems through team effort;

c. resolve conflicts with and among others;

d. function constructively within a family unit;

e. promote a multicultural, gender-fair, disability-sensitive society.

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

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

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

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

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

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

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

   a. a summary of the district's efforts to screen for dyslexia;

   b. the number of students screened for that reporting year; and

   c. the number of students demonstrating characteristics of dyslexia for that year.

5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 25A.56, subdivision 1.

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

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

   b. reading-related services currently being provided to the student; and

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

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate

school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

(Note: School districts are strongly encouraged, but are not required, to provide personal learning plans, as provided in Paragraph 8.)

8. The school district will provide a personal learning plan for a student who 601-7 is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

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

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. CALENDAR RESPONSIBILITY

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

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

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

development days throughout the calendar year.]

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

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

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

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

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

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

IV. SCHOOL DAY RESPONSIBILITY

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

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

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

V. E-LEARNING DAYS

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

B. A school district may designate up to five e-learning days in one school year.

C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.

D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.

E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.

F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.

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

Legal References: Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

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

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;

2. Mathematics and science;

3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I);

4. Health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;

6. Career and technical education; and

7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minnesota Statutes section 120B.022, subdivision 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

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

D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

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

III. PARENTAL CURRICULUM REVIEW

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

IV. CPR AND AED INSTRUCTION

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

A. In the school district’s discretion, training and instruction may result in CPR certification.

B. CPR and AED instruction must include CPR and AED training that have been developed:

1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or

2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.

C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.

D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

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

V. COLLEGE AND CAREER PLANNING

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

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;

2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;

4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;

5. help students access education and career options;

6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;

7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education

without the need to first complete remedial course work.

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

C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

VI. CIVICS TEST

A. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of

50 civics test questions correctly.

B. “Civics test questions” means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state’s civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota’s Legacy website by August 1 of that year.

C. The school district may exempt a student with disabilities from this requirement if the student’s IEP team determines the requirement is inappropriate and establishes an alternative requirement.

D. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.

E. The school district may administer civics test questions as part of the social studies curriculum.

F. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

G. The school district cannot charge a fee related to this requirement.

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

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.20 (Parental Curriculum Review)

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

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

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

Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)

MSBA/MASA Model Policy 605 (Alternative Programs)

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of Media Center Resources.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of Media Center resources is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all Media Center Resources.

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of Media Center resources, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of Media Center resources. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on Media Center resources.

B. In reviewing Media Center resources during the selection process, the professional staff shall select materials that:

1. support the goals and objectives of the education programs;

2. consider the needs, age, and maturity of students;

3. foster respect and appreciation for cultural diversity and varied opinion;

4. fit within the constraints of the school district budget;

5. are in the English language. Another language may be used, pursuant to Minnesota Statute section 124D.61;

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history

or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

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

IV. RECONSIDERATION OF MEDIA CENTER RESOURCES

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain Media Center resources.

B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of Media Center resources.

C. The superintendent shall use Policy 103 – Complaints as a guideline in responding requests for reconsideration.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260,(1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

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

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to address the groupings of grade levels as recognized in Minnesota Statutes section 120A.05, as follows:

[Note: Each school district should identify within the groupings as defined in Minnesota Statutes section 120A.05, how grade levels shall be organized within the school district from the options listed below:

Elementary:	***Grades prekindergarten through 6***
Middle:	***Minimum of two consecutive grades above 4th but below 10th***
Secondary:	***(Grades 7 through 12)***
Junior High	***Grades 7 through 8***
Senior High	***Grades 9 through 12***
Vocational	***Grades 7 through 12***

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

C. The school district may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

III. DEFINITIONS

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

B. "Prekindergarten" means a program designed for students younger than five

years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Definitions
Minn. Stat. § 120A.20, Subd. 4 (Admission to Public School)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References: *None*

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITIES

A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.

B. The school district shall ensure that all qualified disabled children are provided special education and related services which are appropriate to their educational needs.

C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

Legal References:
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Definition of Child with a Disability Defined)
Minn. Stat. § 125A.027 (Rulemaking)
Minn. Stat.§ 125A.03 (Special Instruction for Children with a Disability)
Minn. Stat. § 125A.08 (Individual Education Programs)
Minn. Stat. § 125A.15 (PLacement in Another District: Responsibility)
Minn. Stat. § 125A.29 (Responsibilities of County Boards and School Boards)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)

Cross References:
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)

609 RELIGION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.

B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.

C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:

1. The proposed activity must have a secular purpose.

2. The primary objective of the activity must be one that neither advances nor inhibits religion.

3. The activity must not foster excessive governmental relationships with religion.

4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for religious observance. The school district must provide annual notice to parents of this policy.

B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References: U. S. Const., amend. I
Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. § 121A.10 (Moment of Silence)
Good News Club v. Milford Central School, 533 U.S. 98(2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251(2000)
Lemon v. Kurtzman, 403 U.S.602 (1971)
Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8th Cir. 2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)
Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

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

611 HOME SCHOOLING

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. CONDITIONS FOR HOME SCHOOLING

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

IV. IMMUNIZATION

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

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided under state law. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to per state law for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the

student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided under state law. The school district is not required to expend an amount for any purpose that exceeds the amount it receives pursuant to state law.

VII. EXTRACURRICULAR ACTIVITIES

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

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.

B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

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

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. <u>Activities</u>

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

   A home school which is a member of the Minnesota State High

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

a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.

b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.

c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

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

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

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.

2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks, Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (Nonpublic Schools)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

[Note: This policy reflects recent federal statutory changes made by the Every Student Succeeds Act (ESSA) which require school districts and schools to meet with parents and jointly develop parent and family engagement policies at both a district wide and school building level. This policy lists the required components of the parent and family engagement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive federal funds under this program.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the engagement of parents and families in its Title I programs.

B. The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to, parents and family members of participating children a written parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for meaningful parent and family involvement and describe how the school district will:

A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;

B. Provide the coordination, technical assistance, and other support necessary to

assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;

D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parent and family engagement policies; and

F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

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

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

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform

parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;

2. Offer a flexible number of meetings, such as meetings in the morning, or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;

3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions, and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

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

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

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

2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.

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

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

b. Frequent progress reports to the parents; and

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

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

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

1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;

2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;

4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, to the extent feasible and appropriate;

5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

6. Provide such other reasonable support for parental involvement activities as requested by parents.

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

1. Involve parents in the development of training for school staff to improve the effectiveness of such training;

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

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

4. Train parents to enhance the involvement of other parents;

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

6. Adopt and implement model approaches to improving parental involvement;

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

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

E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.

F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.

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

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

Cross References:

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the school district.]

A. Superintendent

1. Responsibilities before testing.

a. Designate a district assessment coordinator and district technology coordinator.

b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.

c. Annually review and recertify staff who have access to MDE secure systems.

d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

[Note: This form is available on the Minnesota PearsonAccess Next website- see Cross References for website address]

e. Establish a culture of academic integrity.

f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.

g. Ensure student information is current and accurate.

h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.

i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.

k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

l. Post of the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.

b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.

c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.

d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.

e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.

f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.

(1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.

d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.

e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security. (Pearson's Training Management System).

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not

required to be returned within 48 hours after the close of the testing window.

c. Return secure test materials as outlined in applicable manuals and resources.

d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.

e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a school assessment coordinator and technology coordinator for the building.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.

c. Read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.

e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.

g. Verify that all test monitors and test administrators receive proper training for test administration.

h. Ensure students taking specified tests have the opportunity to become familiar with test format, item types, and tools prior to test administration.

i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. Responsibilities on testing day(s).

a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.

a. Implement test administration and test security policies and procedures.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure

paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

g. Maintain security of test content and test materials.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

(4) Identify the need for additional test materials to district assessment coordinator.

(5) Provide MTAS student data collection forms if necessary.

(6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.

(7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.

b. Ensure *Test Monitor and Student Directions* and *Test*

Administrator Scripts are followed and answer questions regarding the same.

c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

e. Report testing irregularities to the district assessment coordinator using the *Test Administration Report*.

[Note: This form is available on the Minnesota PearsonAccess Next website-see Cross References for website address]

f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

a. Ensure that all paper test materials are kept locked and secure and security checklists completed.

b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

d. Return secure test materials as outlined in applicable manuals and resources.

e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.

f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that the district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.

3. Read and complete the *Assurance of Test Security and*

Non-Disclosure.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

5. Attend district training and any service provider technology training.

6. Review, use, and be familiar with all service provider technical documentation.

7. Prepare computers and devices for online testing.

8. Confirm site readiness.

9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.

   a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

   b. Attend trainings related to test administration and security.

   c. Complete required training course(s) for tests administering.

   d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on the day of the test, and plan for securing test materials between test sessions.

   e. Be knowledgeable regarding student accommodations.

   f. Remove or cover any instructional posters or visual materials in the testing room.

2. Responsibilities on testing day(s).

   a. Before the test.

      (1) Receive and maintain security of test materials.

      (2) Verify that all test materials are received.

      (3) Ensure a proper number of computers/devices or paper

accommodated test materials are present.

(4) Verify student testing tickets and appropriate allowable materials.

(5) Assign numbered test books to individual students.

(6) Complete information as directed.

(7) Record extra test materials.

b. During the test.

(1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

(2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in the testing room and remain attentive during the entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g. staff providing assistance, paraprofessionals,

etc.)

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After the test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

(1) Maintain security of materials.

(2) Confirm appropriate MTAS materials are available and prepared for students.

b. During the test.

(1) Administer each task to each student and record the score.

(2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and respond to emergency and unusual circumstances.

(3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(4) Document and report and unusual circumstances to the district or school assessment coordinator.

c. After the test.

(1) Keep materials secure.

(2) Return all materials.

(3) Return objects and manipulatives to the classroom.

(4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.

b. Ensure English language and special education designations are current and correct for students testing based on those designations.

c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

a. Ensure accurate enrollment of students in schools during the accountability windows.

b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

c. Work with the district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

A. Test Security Procedures will be adopted by school district administration.

[Note: This form is available on the Minnesota PearsonAccess Next website-see Cross References for website address.]

B. Students will be informed of the following:

1. The importance of test security;

2. Expectation that students will keep test content secure;

3. Expectation that students will act with honesty and integrity during test administration;

4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated. If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of

the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.

2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

   [Note: This form is included in the 614 Form file of the Policy Reference Manual.]

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.

8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.

9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.

10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References: Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reveiwing

Curriculum Instruction, and Student Achievement: Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
Minnesota PearsonAccess Next Resources and Forms: http://minnesota.pearsonaccessnext.com/policies-and-procedures/

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

[Note: In 2013, the Minnesota legislature modified state graduation requirements by making the Graduation-Required Assessments for Diploma (GRAD) tests optional for school districts. A district may decide whether individual students will meet graduation assessment requirements by meeting the GRAD requirements in reading, mathematics, and written composition; by taking the WorkKeys job skills assessment, the Compass college placement test, the ACT assessment for college admission, or a nationally recognized Armed Services Vocational Aptitude Battery test (ASVAB); or by receiving a score on an equivalent assessment. Refer to the Minnesota Assessment System and Requirements Changes 2014-2017 document, which is posted to the Test Administration page of the Minnesota Department of Education (MDE) website. While a district may choose not to include GRAD retests on the testing calendar, an individual student who requests a GRAD retest must be provided the opportunity to retest.]

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 (504) accommodation, or limited English proficiency (LEP) needs to meet the graduation requirements of basic skills testings and graduation-required assessments for diploma (GRAD) tests.

II. GENERAL STATEMENT OF POLICY

A. The school district will utilize the existing annual review of IEPs or 504 accommodation plans to review, on a case-by-case basis, the extent of student participation in basic skills testing and GRAD testing. For students subject to GRAD testing, the student's IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:

1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or

2. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty.

Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.

Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except those students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.

B. Students with LEP needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.

III. DEFINITION OF TERMS

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

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

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and 2020-21 Guidelines for Administration of accommodations and Linguistic Supports

V. RECORDS

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

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

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

2. The Advisory Committee is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

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

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

C. Implementation of Graduation Requirements

1. The Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site

do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress.

   The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

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

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

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

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

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

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

3. The Advisory Committee shall meet the following criteria:

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

Graduation Standards.

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

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

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

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

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

b. Principal

c. School Board Member

d. Student Representative

e. One teacher from each building or instructional level

f. Two parents from each building or instructional level

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

h. Two residents representative of local business or industry

i. District Assessment Coordinator (if different from “a.” above)

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

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

practicable.

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

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

   Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

   Month(s): Review evaluation results and prepare recommendations.

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

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

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

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum,

Instruction, and Student achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

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

E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to

successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

F. "Computer-adaptive assessments" means fully adaptive assessments.

G. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

H. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

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

J. "Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level.

[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]

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

L. "Required standard" means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

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

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

C. Staff members will be expected to utilize staff development opportunities to the

extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

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

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

B. Statewide Academic Standards Testing

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

2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:

   a. computer-adaptive reading and mathematics assessments in grades 3 through 8;

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

   c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).

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

4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's

performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.

5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

C. Student Participation

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

a. explains the need for state academic standards;

b. identifies the state assessments that are aligned with state standards;

c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;

d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, non credit course at a Minnesota state college or university in the corresponding subject area;

e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and

f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.

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

VI. RIGOROUS COURSE OF STUDY WAIVER

A. Upon receiving a student's application signed by the student's parent or

guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:

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

2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and

3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.

B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.

C. A student who satisfactorily completes a post-secondary enrollment options
course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

A. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.

B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and

connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

C. All students, except those eligible for alternative assessments, must be given the opportunity to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

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

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for reviewing Curriculum Instruction and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the s Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the "Committee") shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.

D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building

orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction and Student Achievement ; Striving for the World's Best Workforce)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability**)**

620 CREDIT FOR LEARNING

[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V.; online learning courses, as set forth in Section VI.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting

where technology is used as a primary method to deliver instruction.

C. "Commissioner" means the Commissioner of MDE.

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

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

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

G. "Online learning" is a form of digital learning delivered by an approved online learning provider.

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

I. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

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

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

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

B. Transfer of Academic Requirements from Other Schools

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

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

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

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

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

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

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

    b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

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

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

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

V. POST-SECONDARY ENROLLMENT CREDIT

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

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

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

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

3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

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

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

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

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

VI. CREDIT FROM ONLINE LEARNING COURSES

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

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

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

VII. ADVANCED ACADEMIC CREDIT

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is

comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

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

VIII. WEIGHTED GRADES

A. The school district does not offer weighted grades.

IX. PROCESS FOR AWARDING CREDIT

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

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

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

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

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

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing CUrriculum Instruction and Student Achievement; Stiving for the World's Best Workforce)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410(Academic Standards for Physical Education)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Learning Options)

624 ONLINE LEARNING OPTIONS

[Note: The provisions of this policy substantially reflect the statutory requirements of Minnesota Statutes section 124D.095, the Online Learning Option Act.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.

B. The school district shall grant academic credit for completing the requirements of an online learning course or program.

C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.

D. The school district shall continue to provide non-academic services to online learning students.

E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See Minnesota Statutes section 124D.095, subdivsion. 4(d) and (e).

To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

See Minnesota Statutes section 123B.42.]

III. DEFINITIONS

A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

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

C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minnesota Statutes section 120A.22, subdivision 4, for purposes of compulsory education.

D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.

F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.

G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.

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

I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minnesota Statutes sections 120A.22 and 120A.24.

J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.

2. The school district will receive and maintain information provided to it by online learning providers.

3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.

4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.

2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.

3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this

paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.

6. An online learning student may complete course work at a grade level that is different from the student's current grade level.

7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student

takes from an online learning provider other than the school district.

3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minnesota Statutes section 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.

2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.

3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.

4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.

5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1a (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)
MSBA/MASA Model Policy 613 (Graduation Requirements)