

Chisholm School District School Board Meeting Agenda

Monday, February 13, 2023 at 5:00 PM
Regular Meeting
Chisholm School Board Room

I. Determination of Quorum and Call to Order

II. Public Comment:

Description: Welcome to this meeting of the Board of Education Independent School District #695, Chisholm School District. We are extremely pleased that you have shown an interest in school district affairs by attending this meeting. The Board of Education allows public participation at its meeting, but at the same time has the responsibility for conducting its business in an orderly fashion. We will provide the audience with an opportunity to request to speak. We request that before you speak to announce your name. Each speaker will be allowed five minutes unless the time limit is waived by a majority of the board members present. At a public meeting of the board, no person shall orally initiate charges or complaints against individual employees of the district or challenge instructional materials used in the district. All such charges, if presented to the board directly, shall be referred to the Superintendent for investigation and report. We would also like to remind the public that the school board is not allowed to comment on your concerns. If there are no questions, we will open the public comment section of the board meeting.

III. Recognition of Guests and Visitors

IV. Approve Agenda

V. Reports

VI. Consent Agenda

A. Minutes of the January 23, 2023, Regular Meeting

Accounts Payable for the Month of January 2023 in the amount of \$736,820.50

Payrolls for the Month of January in the amount of \$603,107.77

Electronic Fund Transfers for the month of January 2023 in the amount of \$1,021,808.37.

VII. Action Agenda

A. Motion to approve the hiring of Travis Vake to Job #194 Level III Assistant Boys' Baseball Coach for the 2022/2023 school year.

4

Attachments:

Hire TV Assistant Baseball Coach 2022/23 school year

4

B. Motion to approve the hiring of Christine Olson to Job #217 Long Term Substitute, Vaughan Steffensrud, effective January 31, 2023,

5

through April 13, 2023.

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X. Adjourn	

Baseball Coach

1 message

Tim Provinzino <tprovinz@chisholm.k12.mn.us>
To: Lisa Aldrich <laldrich@chisholm.k12.mn.us>

Mon, Feb 6, 2023 at 10:58 AM

We would like to hire Travis Vake for Asst. baseball coach for 2022-23 year because of the lack of no applicants.

--

Tim Provinzino
Chisholm High School
Industrial Tech Teacher
Baseball Coach
Chisholm President, Local 1276

LTS Position

Karla Winter <kwinter@chisholm.k12.mn.us>
To: Lisa Aldrich <laldrich@chisholm.k12.mn.us>

Mon, Feb 6, 2023 at 11:42 AM

Lisa,
I would like to request that Christine Olson be hired for the LTS position at the Vaughan.
Thank you,
Karla

--

Karla Winter
K-6 Principal
Chisholm Public Schools
218-421-9656 (cell)



At the Independent School District No. 695 Board meeting held on February 13, 2023 in the Chisholm Public Schools Board Room, Director _____ offered the following Resolution and moved its adoption;

RESOLUTION NO. 23-02-13

RESOLUTION ACCEPTING DONATION OF \$400.00 FROM THE EVELETH'S ELK LODGE TO SUPPORT THE SCHOOL NURSES OFFICE.

RESOLUTION ACCEPTING DONATION OF \$500.00 FROM THE EVELETH'S ELK LODGE TO SUPPORT THE WEIGHT ROOM.

RESOLUTION ACCEPTING DONATION OF \$500.00 FROM THE EVELETH'S ELK LODGE TO SUPPORT THE PURCHASE OF JUNIOR HIGH BASEBALL JERSEYS.

RESOLUTION ACCEPTING DONATION OF \$500.00 FROM THE EVELETH'S ELK LODGE TO SUPPORT THE HS BLUESTREAK PRIDE.

RESOLUTION ACCEPTING DONATION OF \$500.00 FROM THE EVELETH'S ELK LODGE TO SUPPORT THE ATHLETIC DEPARTMENT.

Independent School District No. 695 must accept donations by way of a Resolution.

IT IS HEREBY RESOLVED by Independent School District No. 695 to accept the above list of donations.

The motion to adopt the foregoing Resolution was duly supported by Director _____, and upon being put to a vote, carried as follows:

FOR ADOPTION: Director
 Director
 Director
 Director
 Director
 Director

ABSTAINING:

AGAINST ADOPTION:

ABSENT:

Passed and adopted this 13th day of January 2023.

BY ORDER OF THE SCHOOL BOARD

School District Clerk

Adopted: _____ MSBA/MASA Model Policy 401
Orig. 1995
Revised: _____ Rev. 2022

401 EQUAL EMPLOYMENT OPPORTUNITY

Chisholm Public Schools Independent School District No. 695

Board Policy 401

Series: 400-Employees/Personnel

Subject: 410 Equal Employment Opportunity

Adopted/Revised:

[Note: School districts are not required by statute to have a policy addressing these issues. However, the Equal Employment Opportunity Commission strongly encourages the adoption of a policy and will look for such a policy during accreditation visits, audits, or investigations.]

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and for all school district employees.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.

[Note: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minnesota Statutes section 363A.03, subdivision 44.]

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

C. This policy applies to all areas of employment, including hiring, discharge, promotion, compensation, facilities, or privileges of employment.

D. Every school district employee shall be responsible for following this policy.

E. Any person having a question regarding this policy should discuss it with the Superintendent of Schools _____ (specify, e.g., the Personnel Manager).

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. § 2000e *et seq.* (Equal Employment Opportunities; Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 405 (Veteran's Preference)
MSBA/MASA Model Policy 413 (Harassment and Violence)

Adopted: _____ MSBA/MASA Model Policy 402

Orig. 1995

Revised: _____ Rev. 2015/2022

402 DISABILITY NONDISCRIMINATION POLICY

Chisholm Public Schools Independent School District No. 695

Board Policy 402

Series: 400-Employees/Personnel

Subject: 402 Disability Nondiscrimination Policy

Adopted/Revised: January 23, 2023

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

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact Adrian Norman, Superintendent of Schools, 300 SW 3rd Avenue, Chisholm MN 55719, 218-254-5726, anorman@chisholm.k12.mn.us ~~(list the name, title, office address, telephone number, and e-mail address).~~ This individual is the school district's appointed ADA/Section 504 coordinator.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 794 *et seq.* (~~Section 504 of the~~ Rehabilitation Act of 1973, ~~§ 504~~)
42 U.S.C., ~~Ch. 126~~ § 1211201 (Americans with Disabilities Act)
29 C.F.R. Part 32 (~~Nondiscrimination on the Basis of Handicap in Programs or~~)

[Activities Receiving Federal Financial Assistance\)](#)

[34 C.F.R. Part 35](#)

[34 C.F.R. Part 104 \(Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance\)](#)

Cross References:

[MSBA/MASA Model Policy 413 \(Harassment and Violence\)](#)

MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

Chisholm Public Schools Independent School District No. 695

Board Policy 403

Series: 400-Employees/Personnel

Subject: 403 Discipline, Suspension, and Dismissal of School District Employees

Adopted/Revised:

I. PURPOSE

The purpose of this policy is to achieve effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of the school district;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state, and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help and encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE

- A. The forms of discipline that may be imposed by the school district include, but are not limited to:
1. oral warning;
 2. written warning or reprimand;
 3. probation;
 4. disciplinary suspension, demotion or leave of absence with pay;
 5. disciplinary suspension, demotion or leave of absence without pay; and
 6. dismissal/termination or discharge from employment.

- B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

- A. When any form of discipline is imposed, the employee's supervisor will:
 - 1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time, and nature of the oral warning.
 - 2. Provide directives to the employee to correct the conduct or performance.
 - 3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
 - 4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
 - 5. Specify the expected level of performance or modification of conduct to be required from the employee.
- B. The school district retains the right to immediately discipline, terminate, or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements when applicable.

Legal References: Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class)
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
Minn. Stat. § 122A.58 (Coaches; Termination of Duties)
Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

Cross References: None

404 EMPLOYMENT BACKGROUND CHECKS

Chisholm Public Schools Independent School District No. 695

Board Policy 404

Series: 400-Employee/Personnel

Subject: 404 Employment Background Checks

Adopted/Revised:

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

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

- A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minnesota Statutes

section 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

[Note: If the school district elects to receive payment, it may, at its discretion, accept payment in the form of a negotiable instrument other than a money order or check and then pay the superintendent of the BCA directly to conduct the background check.]

- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the Minnesota Commissioner of Education within the 12 months preceding an offer of employment or permission to provide services.
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
 2. the other school hiring authority conducted a criminal background check within the previous 12 months;
 3. the individual executes a written consent form giving the school district access to the results of the check; and
 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.
- E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.
- J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.
- K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

Legal References: Minn. Stat. § 13.04, Subd. 4 (Rights of Subjects of Data)
Minn. Stat. § 13.87, Subd. 1 (Criminal Justice Data)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and Individuals with Disabilities Protection Background Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References: None

Adopted: _____ *MSBA/MASA Model Policy 405*
Orig. 1995
Revised: _____ *Rev. 2016*

405 VETERAN'S PREFERENCE

Chisholm Public Schools Independent School District No. 695

Board Policy 405

Series: 400-Employees/Personnel

Subject: 405 Veteran's Preference

Adopted/Revised:

[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 Superintendent-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)

Adopted: _____ MSBA/MASA Model Policy 406
Orig. 1995
Revised: _____ Rev. 2014/2021

406 PUBLIC AND PRIVATE PERSONNEL DATA

Chisholm Public Schools Independent School District No. 695

Board Policy 406
Series: 400-Employees/Personnel
Subject: 406 Public and Private Personnel Data
Adopted/Revised: January 23, 2023

[Note: The provisions of this policy accurately reflect the Minnesota Government Data Practices Act and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel, employees, volunteers, independent contractors, and applicants ("personnel").

II. GENERAL STATEMENT OF POLICY

- A. All data on individuals collected, created, received, maintained, or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

III. DEFINITIONS

- A. "Public" means that the data is available to anyone who requests it.
- B. "Private" means the data is not public and is available-accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.
- C. "Confidential" means the data isare not public and isare not available-accessible to the subject.
- D. "Parking space leasing data" means the following government data on an applicant-tion for, or lessee ase-of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- E. "Personnel data" means government data on individuals maintained because they are or were employees of the school district, applicants for employment, or volunteers or independent contractors for the school district, or members of or applicants for an advisory board or commission. Personnel data include data submitted by an employee

to the school district ~~by an employee~~ as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. ~~An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.~~

- F. "Finalist" means an individual who is selected to be interviewed by the school board for a position.
- G. "Protected health information" means individually identifiable health information as defined in 45 Code of Federal Regulations section 160.103, that is transmitted in electronic form by a school district acting as a ~~by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a~~ health care provider, in connection with a transaction covered by 45 Code of Federal Regulations Parts 160, 162, and 164. "Protected health information" excludes individually identifiable health information in education records covered by the ~~federal~~ Family Educational Rights and Privacy Act, ~~and~~ employment records held by a school district in its role as employer; and records regarding a person who has been deceased for more than fifty (50) years.
- H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals and in a charter school, individuals employed in comparable positions.

IV. PUBLIC PERSONNEL DATA

- A. The following information on current and former employees, ~~including~~ volunteers and independent contractors of the school district, is public:
1. name;
 2. employee identification number, which may not be the employee's ~~s~~ Social Security number;
 3. actual gross salary;
 4. salary range;
 5. terms and conditions of employment relationship;
 6. contract fees;
 7. actual gross pension;
 8. the value and nature of employer-paid fringe benefits;
 9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
 10. job title;
 11. bargaining unit;

12. job description;
13. education and training background;
14. previous work experience;
15. date of first and last employment;
16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action, as defined in Minnesota Statutes, section § 13.43, sSubdivision. 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 school district;
18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only 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.

B. The following information on current and former applicants for employment by the school district is public:

1. veteran status;
2. relevant test scores;
3. rank on eligible list;
4. job history;
5. education and training; and
6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment

to a vacancy or when ~~they~~applicants are considered by the school board to be become finalists for ~~a~~public employment ~~position~~.

D. Applicants for appointment to a public body.

1. Data about applicants for appointment to a public body collected by the school district as a result of the applicant's application for employment are private data on individuals except that the following are public:

- a. name;
- b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
- c. education and training;
- d. employment history;
- e. volunteer work;
- f. awards and honors;
- g. prior government service;
- h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minn.esota Statutes, section-§ 15.0597; and
- i. veteran status.

2. Once an individual is appointed to a public body, the following additional items of data are public:

- a. residential address;
- b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
- c. first and last dates of service on the public body;
- d. the existence and status of any complaints or charges against an appointee; and
- e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.

3. Notwithstanding paragraph 2., 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.

E. Regardless of whether there has been a final disposition as defined in Minneapolis Statutes, section-§ 13.43, sSubdivision- 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota, Statutes, -§section 13.43, Ssubdivision- 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

~~F.~~ Data relating to a complaint or charge against a public official is public only if:

~~(1.)~~ the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or

~~(2.)~~ potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement.

Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

A. All other personnel data not listed in Section IV are private ~~and will only be shared with school district staff whose work requires such access. Private~~ data will not be otherwise released unless authorized by law ~~or by the employee's informed written consent.~~

B. Data pertaining to an employee's dependents are private data on individuals.

C. Data created, collected, or maintained by the school district to administer employee assistance programs are private.

D. Parking space leasing data with regard to data on individuals are private.

E. An individual's checking account number is private when submitted to a government entity.

F. Personnel data may be disseminated to labor organizations to the extent the responsible authority school district determines it is the dissemination is necessary for the labor organization to conduct its business selections, notify employees of fair share fee assessments and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is or when ordered or authorized by the Commissioner of the ~~Bureau of Mediation Services~~ BMS.

G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.

H. The school district may, if the its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:

1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;

2. a pre-petition screening team conducting an investigation of the employee under ~~Minnesota Statutes section~~ § 253B.07, ~~Ssubdivision~~ 1; or

3. a court, law enforcement agency, or prosecuting authority.

I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime committed by an

employee.

- J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee ~~shall~~does not have access to data that would identify the complainant or other witnesses if the ~~school district~~responsible authority determines that the employee's access to that data would:
1. threaten the personal safety of the complainant or a witness; or
 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- L. The school district ~~shall~~must make any report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB") or ~~the state board of education~~ the Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license, as required by ~~Minnesota Statutes, section~~ § 122A.20, ~~S~~subdivision 2, and shall, upon written request from the licensing board having jurisdiction over the a teacher's license, provide the licensing board with information about the teacher or administrator from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with ~~Minnesota Statutes, section~~ § 122A.20, ~~S~~subdivision 2.

[Note: The obligation to make a report set forth in this section applies equally to charter school boards and their executive directors and charter school authorizers.]

- M. Private personnel data shall be disclosed to the ~~d~~eDepartment of Employment and Economic security Development for the purpose of administration of the unemployment insurance program under ~~Minnesota Statutes, chapter~~Ch. 268.
- N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school facility, ~~as defined under Minn. Stat. section 260E.03~~, is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of informing-providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines~~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.~~
- O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if
1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or

2. _____ the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota. Statutes. ~~Ch~~chapter. 13.

_____ Data that are released under this paragraph must not include data on the student.

- P. ~~The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private. Data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or improve the school district operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.~~
- Q. ~~Protected Hhealth information, as defined in 45 Code of Federal Regulations Parts 160 and 164, on employees is private and will not be disclosed _except as permitted or required unless otherwise provided_ by law. _To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.~~
- R. Personal home contact information for employees may be used by the school district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school district operations _and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- T. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b), ~~or sexual abuse~~ or when the Commissioner of the ~~Minnesota Department of Education (MDE)~~ makes a final determination of child maltreatment involving a teacher under Minnesota Statutes, section 260E.21, subdivision 4, or 260E.35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under ~~Minnesota~~. Statutes, section § 13.41, Ssubdivision. 5, and must provide the Minnesota Professional Educator Licensing and Standards Board (PELSB) and the ~~licensing division~~ at MDE with the necessary and relevant information to enable the Minnesota Professional Educator Licensing and Standards Board PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, suspending, or revoking a teacher's license. In addition to the background check required under ~~Minnesota~~. Statutes, section § 123B.03, a school board or other school hiring authority must contact the Minnesota Professional Educator Licensing and Standards Board PELSB

and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by ~~Minnesota Statutes Chapter~~ 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with ~~either~~ judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated *[name and title, telephone]* as the authority responsible for personnel data.

~~The responsible authority, or a school district employee if so designated, shall serve as the school district's data practices compliance official and, as such, shall be the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.~~

~~If you have any questions, contact *[him/her]*.~~

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

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

Minn. Stat. § 13.02 (Definitions)

~~Minn. Stat. § 13.03 (Access to Government Data)~~

~~Minn. Stat. § 13.05 (Duties of Responsible Authority)~~

Minn. Stat. § 13.37 (General Nonpublic Data)

Minn. Stat. § 13.39 (Civil Investigation-~~Data~~)

~~Minn. Stat. § 13.41 (Licensing Data-)~~

Minn. Stat. § 13.43 (Personnel Data)

Minn. Stat. § 13.601, Subd. 3 (Elected and Appointed Officials)

~~Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)~~

Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)

Minn. Stat. § 122A.40, Subds. 13 and 16 (Employment; Contracts; Termination)

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

~~Minn. Stat. § 123B.143, Subd. 2 (Disclose Past Buyouts)~~

~~Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)~~

~~Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)~~

~~Minn. Stat. § 253B.07, (Judicial Commitment: Preliminary Procedures)~~

Minn. Stat. ~~Ch. § 260E 626.556, Subd. 7~~ (Reporting of Maltreatment of Minors)
[Minn. Stat. Ch. 268 \(Unemployment Insurance\)](#)
[Minn. R. Pt. 1205 \(Data Practices\)](#)
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160, ~~162~~, and 164 (HIPAA Regulations)

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 515 (Protection and Privacy of Pupil Records)
[MSBA/MASA Model Policy 722 \(Public Data Requests\)](#)
~~MSBA Service Manual, Chapter 13, School~~ Law Bulletin "I" (School Records – Privacy – Access to Data)

Consent to Release Data – Request from an Individual

An individual asks the school district to release private data to an outside entity or person. Because the district does not have statutory authority to release the data, it must get the individual's written informed consent.

Explanation of Your Rights

If you have a question about anything on this form, or would like more explanation, please talk to
The Superintendent's Confidential Secretary or Superintendent, before you sign it.

I, _____,
(name of individual)

to release data about me to _____ as described in this consent form.
(name of other entity/person)

1. The specific data I want Chisholm Public Schools to release include:

(explanation of data requested)

2. I understand that I have asked Chisholm Public Schools to release the data.

3. I understand that although the data are classified as private at Chisholm Public Schools,
classification/treatment of the data at _____ depends on laws or policies
(name of other entity/person)
that apply to _____.
(name of other entity/person)

This authorization to release expires _____.
(date/time of expiration)

Individual data subject's signature _____ Date _____

Parent/guardian's signature [if needed] _____ Date _____

407 EMPLOYEE RIGHT TO KNOW – EXPOSURE TO HAZARDOUS SUBSTANCES

Chisholm Public Schools Independent School District No. 695

Board Policy 407

Series: 400-Employee/Personnel

Subject: 407 Employee Right to Know – Exposure to Hazardous Substances
Adopted/Revised:

[Note: School districts are not required by statute to have a policy addressing these issues. However, the provisions of this policy accurately reflect the requirements of Minnesota Statutes section 182.653.]

I. PURPOSE

The purpose of this policy is to provide school district employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Statutes section 182.653, Subd. 2)

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to provide information and training to employees who may be "routinely exposed" to a hazardous substance, harmful physical agent, infectious agent, or blood borne pathogen.

III. DEFINITIONS

- A. "Commissioner" means the Minnesota Commissioner of Labor and Industry.
- B. "Routinely exposed" means that there is a reasonable potential for exposure during the normal course of assigned work or when an employee is assigned to work in an area where a hazardous substance has been spilled.
- C. "Hazardous substance" means a chemical or substance, or mixture of chemicals and substances, which:
 - 1. is regulated by the Federal Occupational Safety and Health Administration under the Code of Federal Regulations; or
 - 2. is either toxic or highly toxic; an irritant; corrosive; a strong oxidizer; a strong sensitizer; combustible; either flammable or extremely flammable; dangerously reactive; pyrophoric; pressure-generating; compressed gas; carcinogen; teratogen; mutagen; reproductive toxic agent; or that otherwise, according to generally accepted documented medical or scientific evidence, may cause substantial acute or chronic personal injury or illness during or as a direct result of any customary or reasonably foreseeable accidental or intentional exposure to the chemical or substance; or
 - 3. is determined by the commissioner as a part of the standard for the chemical or substance or mixture of chemicals and substances to present a significant risk to worker health and safety or imminent danger of death or serious physical harm to an employee as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

- D. "Harmful physical agent" means a physical agent determined by the commissioner as a part of the standard for that agent to present a significant risk to worker health or safety or imminent danger of death or serious physical harm to an employee. This definition includes, but is not limited to, radiation, whether ionizing or nonionizing.
- E. "Infectious agent" means a communicable bacterium, rickettsia, parasites, virus, or fungus determined by the commissioner by rule, with approval of the commissioner of health, which, according to documented medical or scientific evidence, causes substantial acute or chronic illness or permanent disability as a foreseeable and direct result of any routine exposure to the infectious agent. Infectious agent does not include an agent in or on the body of a patient before diagnosis.
- F. "Blood borne pathogen" means a pathogenic microorganism that is present in human blood and can cause disease in humans. This definition includes, but is not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

IV. TARGET JOB CATEGORIES

Annual training will be provided to all full- and part-time employees who are "routinely exposed" to a hazardous substance, harmful physical agent, infectious agent, or blood borne pathogen as set forth above.

V. TRAINING SCHEDULE

Training will be provided to employees before beginning a job assignment as follows:

- A. Any newly hired employee assigned to a work area where he or she is determined to be "routinely exposed" under the guidelines above.
- B. Any employee reassigned to a work area where he or she is determined to be "routinely exposed" under the above guidelines.

Legal References: Minn. Stat. Ch. 182 (Occupational Safety and Health)
 Minn. Rules Ch. 5205 (Occupational Safety and Health Standards)
 Minn. Rules Ch. 5206 (Hazardous Substances; Employee Right to Know Standards)
 29 C.F.R. § 1910.1050, App. B (Substance Technical Guidelines)

Cross References: MSBA/MASA Model Policy 420 (Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions)
 MSBA/MASA Model Policy 807 (Health and Safety Policy)

Adopted: _____ MSBA/MASA Model Policy 408
Orig. 1995
Revised: _____ Rev. 2022

408 SUBPOENA OF A SCHOOL DISTRICT EMPLOYEE

Chisholm Public Schools Independent School District No. 695

Board Policy 408

Series: 400-Employee/Personnel

Subject: 408 Subpoena of a School District Employee

Adopted/Revised:

I. PURPOSE

The purpose of this policy is to protect the privacy rights of school district employees and students under both state and federal law when requested to testify or provide educational records for a judicial or administrative proceeding.

II. GENERAL STATEMENT OF POLICY

This policy is to provide guidance and direction for school district employees who may be subpoenaed to testify and/or provide educational records for a judicial or administrative proceeding.

III. DATA CLASSIFICATION

A. Educational Data

1. State Law

The Minnesota Government Data Practices Act (MGDPA), Minnesota Statutes chapter 13, classifies all educational data, except for directory information as designated by the school district, as private data on individuals. The state statute provides that **private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data or a parent if the subject of the data is a minor.**

2. Federal Law

The Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, provides that educational data may not be released, except pursuant to informed consent by the individual subject of the data or any lawfully issued subpoena. Regulations promulgated under the federal law require that the school district must first make a reasonable effort to notify the parent of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.

B. Personnel Data

The MGDPA, also classifies all personnel data, except for certain data specifically

classified as public, as private data on individuals. The state statute provides that **private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data.**

IV. APPLICATION AND PROCEDURES

- A. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the superintendent that the employee has received a subpoena.
- B. No employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the school district official who is designated as the authority responsible for the collection, use and dissemination of data.
- C. Payment for attendance at judicial or administrative proceedings and the retention of witness and mileage fees is to be determined in accordance with the applicable school board policies and collective bargaining agreements.
- D. The administration shall not release any information except in strict compliance with state and federal law and this policy. Recognizing that an unauthorized release may expose the school district or its employees to civil or criminal penalties or loss of employment, the administration shall confer with school district legal counsel prior to release of such data.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Rules 1205.0100, Subp. 5 (How These Rules Apply)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted: _____ *MSBA/MASA Model Policy 409*
Orig. 1995
Revised: _____ *Rev. 2008*

409 EMPLOYEE PUBLICATIONS, INSTRUCTIONAL MATERIALS, INVENTIONS, AND CREATIONS
Chisholm Public Schools Independent School District No. 695

Board Policy 409

Series: 400-Employees/Personnel

Subject: 400 Employee Publications, Instructional Materials, Inventions, and Creations

Adopted/Revised: January 23, 2023

I. PURPOSE

The purpose of this policy is to identify and reserve the proprietary rights of the school district to certain publications, instructional materials, inventions, and creations which employees may develop or create, or assist in developing or creating, while employed by the school district.

II. GENERAL STATEMENT OF POLICY

Unless the employee develops, creates or assists in developing or creating a publication, instructional material, computer program, invention or creation entirely on the employee's own time and without the use of any school district facilities or equipment, the employee shall immediately disclose and, on demand of the school district, assign any rights to publications, instructional materials, computer programs, materials posted on websites, inventions or creations which the employee develops or creates or assists in developing or creating during the term of employee's employment and for _____ [*school district should select time*] thereafter. In addition, employees shall sign such documents and perform such other acts as may be necessary to secure the rights of the school district relating to such publications, instructional materials, computer programs, materials posted on websites, inventions and/or creations, including domestic and foreign patents and copyrights.

III. NOTICE OF POLICY

The school district shall give employees notice of this policy by such means as are reasonably likely to inform them of this policy.

Legal References: Minn. Stat. § 181.78 (Agreements; Terms Relating to Inventions)
17 U.S.C. § 101 *et seq.* (Copyrights)

Cross References: None

Adopted: _____ MSBA/MASA Model Policy 412
Orig. 1995
Revised: _____ Rev. 2008

412 EXPENSE REIMBURSEMENT

Chisholm Public Schools Independent School District No. 695

Board Policy 412

Series: 400 Employees/Personnel

Subject: 412 Expense Reimbursement

Adopted/Revised:

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

I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

II. AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the supervising administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

III. 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.

IV. AIRLINE TRAVEL CREDIT

- A. Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.
 - 1. To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.
 - 2. Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received.

Reimbursement for airline travel expenses will not be made until such documentation is provided.

- B. Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.
- C. The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

V. 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. § 15.435 (Airline Travel Credit)
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)
Minn. Op. Atty. Gen. 161B-12 (Jan. 24, 1989) (Operating Expenses of Car)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)

807 HEALTH AND SAFETY POLICY

Chisholm Public Schools Independent School District No. 695

Board Policy 807

Series: 800 Buildings and Sites

Subject: 807 Health and Safety Policy

Adopted/Revised:

[Note: To receive health and safety revenue for any fiscal year, school districts must submit an application to the Minnesota Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy. This policy has been approved by the Minnesota Department of Education.]

The subdivisions of Minnesota Statutes Section 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017. The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minnesota Statutes section 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minnesota Statutes section 182.676.

III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and

subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.

- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:

1. Asbestos
2. Fire and Life Safety
3. Employee Right to Know
4. Emergency Action Planning
5. Combustible and Hazardous Materials Storage
6. Indoor Air Quality
7. Mechanical Ventilation
8. Mold Cleanup and Abatement
9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
10. Infectious Waste/Bloodborne Pathogens
11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators

- established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action will be taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)

Minn. Stat. § 123B.57 (Health and Safety Projects)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Accident and Injury Reduction Program;
Applicability)
Minn. Rules Part 5208.0070 (Accident and Injury Reduction Program;
Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to
Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District
Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)



Serving the communities of: Chisholm - Buhl - Balkan - Kinney - Side Lake

January 26, 2023

Dear ISD #695,

Thank you for helping us make a difference in the fight against hunger!

On behalf of the Chisholm Food Shelf, I would like to extend a special thank you for your donation of \$15 and 385 lbs of food. Your donation allows us to serve families in our community each month by providing nutritious food. Your generosity helps keep food on our shelves and allows us to serve the residents of Chisholm, Buhl, Kinney, Balkan, Side Lake, and other surrounding communities.

Sincerely,

Chisholm Food Shelf Board

Chisholm Food Shelf 208 West Lake Street Chisholm, MN 55719 218-254-0045

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Serving the communities of: Chisholm - Buhl - Balkan - Kinney - Side Lake

January 26, 2023

Dear ISD #695, Empty Bowl Fundraiser,

Thank you for helping us make a difference in the fight against hunger!

On behalf of the Chisholm Food Shelf, I would like to extend a special thank you for your donation of \$900. Your donation allows us to serve families in our community each month by providing nutritious food. Your generosity helps keep food on our shelves and allows us to serve the residents of Chisholm, Buhl, Kinney, Balkan, Side Lake, and other surrounding communities.

Sincerely,

Chisholm Food Shelf Board

Chisholm Food Shelf 208 West Lake Street Chisholm, MN 55719 218-254-0045



Serving the communities of: Chisholm - Buhl - Balkan - Kinney - Side Lake

January 26, 2023

Dear Chisholm Student Council,

Thank you for helping us make a difference in the fight against hunger!

On behalf of the Chisholm Food Shelf, I would like to extend a special thank you for your donation of \$80. Your donation allows us to serve families in our community each month by providing nutritious food. Your generosity helps keep food on our shelves and allows us to serve the residents of Chisholm, Buhl, Kinney, Balkan, Side Lake, and other surrounding communities.

Sincerely,

Chisholm Food Shelf Board

Chisholm Food Shelf 208 West Lake Street Chisholm, MN 55719 218-254-0045

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School staff stress and well-being Chisholm Public Schools

In October-November 2022, Chisholm Public schools participated in a project to assess staff levels of workplace stress, perceptions of available wellness-related resources and supports, and recommendations for other helpful supports. The results are intended for use in developing plans for supporting the health and well-being of all district employees. Following the district's survey results, this document includes some tips for reviewing the results and creating wellness plans.

Who completed the survey?



The survey was completed by **78** staff (representing approximately 58% of all district employees). Three quarters of the employees who completed the survey (77%) identified as teachers or teaching assistants. Others identified themselves as building or district-level administrators, school nurses, counselors or psychologists, paraprofessionals, and others. Years of experience ranged from 0 to 36, with an average of 14 years of service. Staff worked with students of varying ages/grades, including high school level (grades 9-12) (37%), middle-school level (grades 6-8) (30%), elementary level (grades K-5) (45%), early childhood (9%), and adults (1%). Many staff worked across multiple age/grade levels.

This survey was developed collaboratively by the Midwest Center for School Mental Health and the Northeast Service Cooperative (through the support of the Minnesota Department of Health Workforce Grants). This summary was prepared by the Midwest Center for School Mental Health, under contract with the Northeast Service Cooperative.



Overall levels of staff stress

Overall levels of stress were measured using the **Perceived Stress Scale (PSS)**¹, a widely used psychological instrument for measuring the perception of stress. It is a 10-question measure of the degree to which situations in one’s life are appraised as stressful. Scores can range from 0-40, with higher scores reflecting a higher overall level of stress.

Overall level of stress (N=69)	
Low	28 (41%)
Moderate 	32 (46%)
High 	9 (13%)

59%

of employees reported “**moderate**” or “**high**” levels of stress.

Total stress scores ranged from 3-39.

Contribution of work to overall life stress

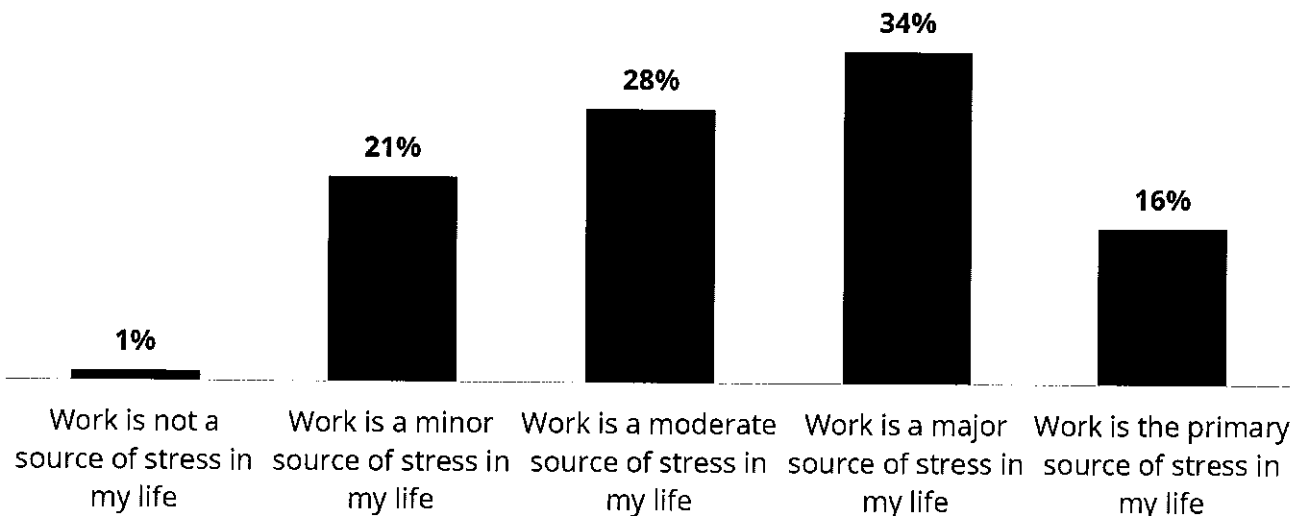
78%

of district employees say that work is at least a “**moderate**” source of stress.

50%

of district employees say that work is a “**major**” or “**primary**” source of stress.

Extent to which work contributes to life stress



Burnout

According to the Mayo Clinic, job burnout is a “state of physical or emotional exhaustion that also involves a sense of reduced accomplishment and loss of personal identity.”

47%

of district employees describe **themselves** as currently burned out based on this definition

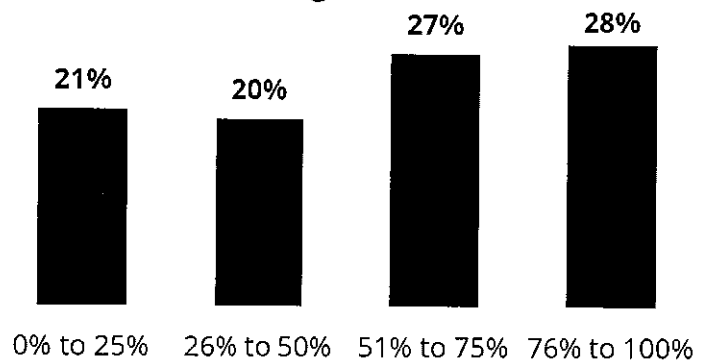
57%

of district employees are **estimated by their colleagues** as being currently feeling burned

On average, school staff slightly over-estimated the extent to which their colleagues are feeling burned out.

However, there was significant variation in staff estimates of others' burnout. Estimates averaged 57%, but ranged from 0% to 99%.

Percentage of colleagues estimated to be feeling burned out



Sources of job stress

Staff were asked to rate the extent to which a variety of work-related factors contribute to their overall level of stress at work.

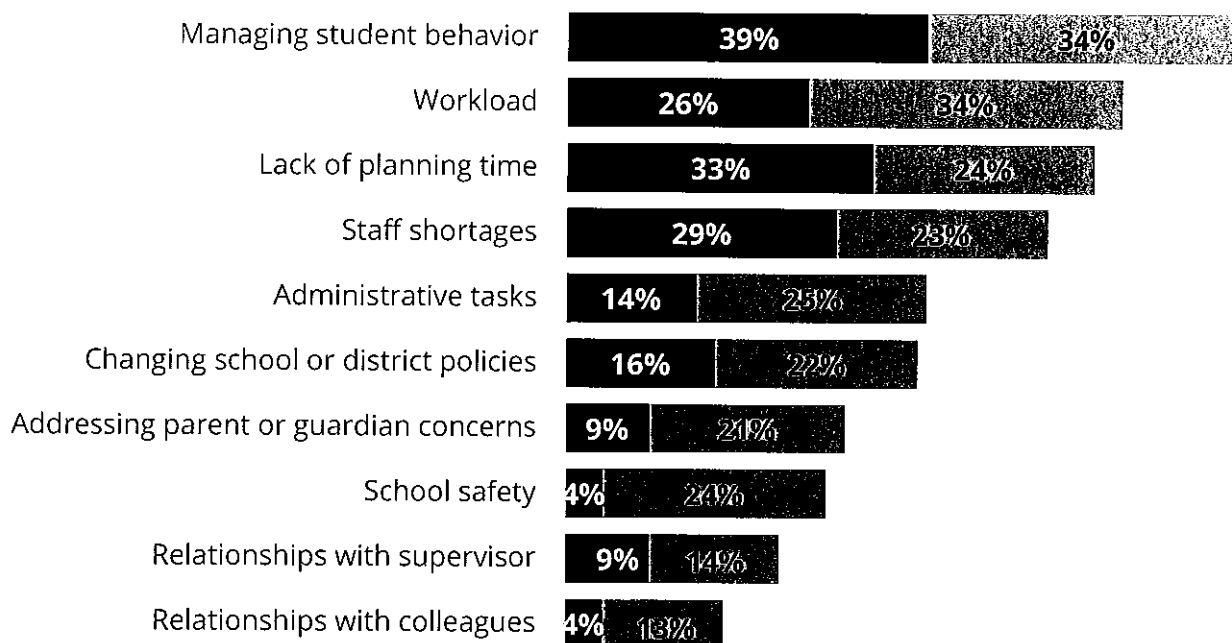


Employees were **most likely** to say that they experienced major or moderate levels of stress at work due to:

- Managing student behavior (73%)
- Workload (60%)
- Lack of planning time (57%)
- Staff shortages (52%)

Other potential sources of stress were reported less often. Staff were least likely to experience stress related to relationships with colleagues and supervisors.

Percentage of staff rating issues as major or moderate sources of stress



■ Major source ■ Moderate source

Other sources of job stress



Twenty-eight staff members provided comments when asked to identify **other sources of job stress**. Responses were mixed, with staff members describing a variety of workplace stressors.

The most common theme was that staff were stressed by having **large workloads**, which lead to poor work-life balance. One contributor to this stress was **staff shortages**, which led staff to feel that they did not always have the level of classroom support needed or that they too often needed to cover other staff roles. Some also identified stresses due to factors such as insufficient training, inconsistent or unclear communication, a lack of trust in leadership, the need to implement too many new policies or programs, and a lack of input or control over decision-making.

"[We make] major changes without thoroughly investing, planning, teaching support staff, etc. before setting into motion."

"I do not have the opportunity to provide input into decisions that affect my workload and schedule."

"I am unable to fully trust the integrity of the administration."

"All of the extra hours that I put into trying to do the best job I can and the overwhelming amount of grading late assignments, etc. The time away from my family life, and not getting compensation for the extra hours."

"A tremendous amount of time working outside of work hours – nights and weekends – in order to get everything done."



Complete ratings related to sources of work stress

Potential sources of job stress (N=71)	Major source of job stress	Moderate source of job stress	Minor source of job stress	Not a source of job stress
Workload	18 (26%)	24 (34%)	19 (27%)	9 (13%)
Managing student behavior	28 (39%)	24 (34%)	13 (18%)	6 (9%)
Administrative tasks	10 (14%)	18 (25%)	23 (32%)	20 (28%)
Staff shortages	20 (29%)	16 (23%)	25 (36%)	9 (13%)
Lack of planning time	23 (33%)	17 (24%)	20 (29%)	10 (14%)
Addressing parent or guardian concern	6 (9%)	15 (21%)	28 (40%)	21 (30%)
School safety	3 (4%)	17 (24%)	32 (45%)	19 (27%)
Changing school or district policies	11 (16%)	23 (34%)	15 (22%)	19 (28%)
Relationships with colleagues	3 (4%)	9 (13%)	23 (32%)	36 (51%)
Relationships with supervisor	6 (9%)	10 (14%)	13 (18%)	42 (59%)

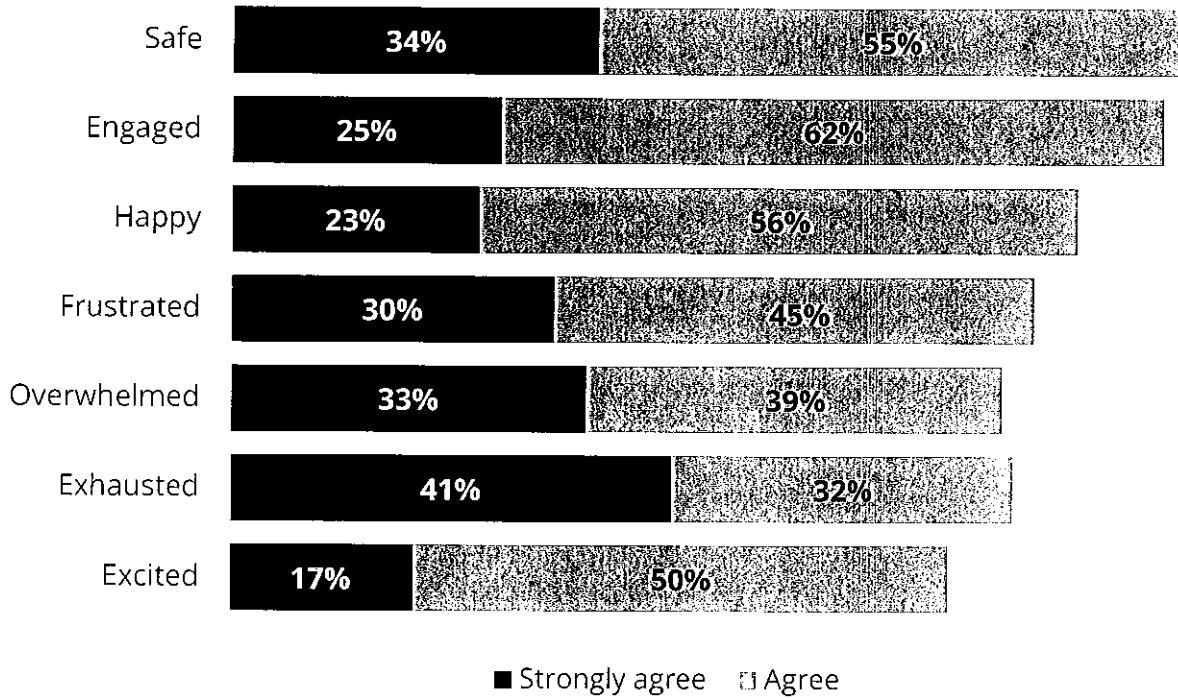
Feelings at work

Staff also rated extent to which they experienced a variety of feelings in the workplace.

Employees were asked how they have felt at work in the previous month. Employees were most likely to “strongly agree” or “agree” that they felt: **safe, engaged, and happy**. Feeling safe received the highest ratings, with most employees either “strongly agreeing” (34%) or “agreeing” (55%) that they felt safe over the previous month.

Fewer employees, but still the majority of staff, said that they had felt overwhelmed, exhausted, and frustrated in the previous month. Staff were least likely to “agree” or “strongly agree” that they had felt excited at work during the previous month.

Percentage of staff "strongly agreeing" or "agreeing" that they have felt this way at work in the previous month



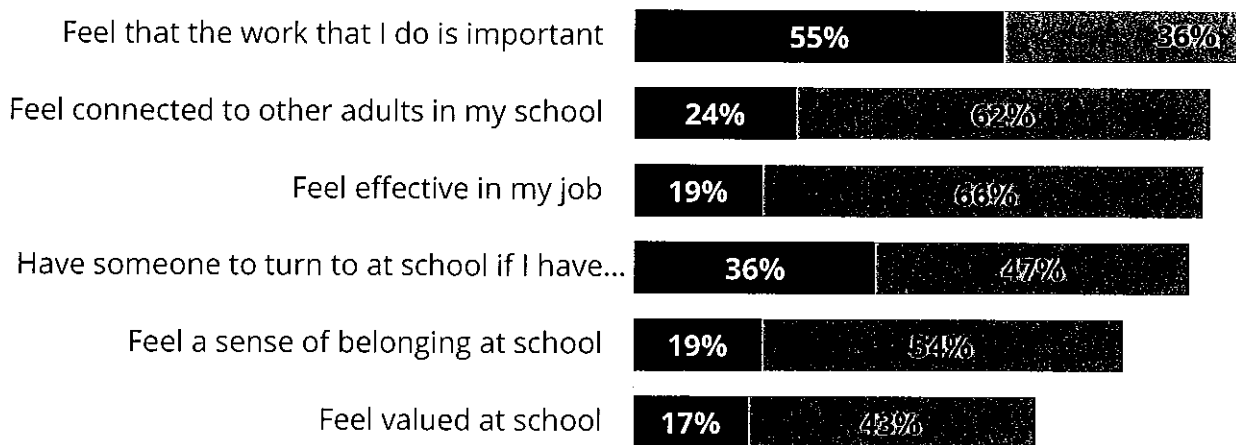
Complete ratings related to feelings at work

In the past month at work, I have generally felt... (N=71)	Strongly agree	Agree	Disagree	Strongly disagree
Engaged	18 (25%)	44 (62%)	7 (10%)	2 (3%)
Excited	12 (17%)	35 (50%)	19 (27%)	4 (6%)
Frustrated	21 (30%)	31 (45%)	15 (22%)	2 (3%)
Exhausted	29 (41%)	23 (32%)	17 (24%)	2 (3%)
Happy	16 (23%)	40 (56%)	13 (18%)	2 (3%)
Safe	24 (34%)	39 (55%)	6 (8%)	2 (3%)
Overwhelmed	23 (33%)	27 (39%)	16 (23%)	4 (6%)

Feelings about work

Most employees “agreed” or “strongly agreed” with a variety of items related to their feelings about work. They were especially likely to “agree” or “strongly agree” that **they feel that the work they do is important** and that they **feel connected to other adults in the school**. Employees were least likely to agree that they have a sense of belonging and feel valued at school.

Percentage of staff “strongly agreeing” or “agreeing”





■ Strongly agree ■ Agree

Complete ratings related to feelings about work

Overall, I... (N=70)	Strongly agree	Agree	Disagree	Strongly disagree
Feel effective in my job	13 (19%)	46 (66%)	7 (10%)	4 (6%)
Feel that the work that I do is important	38 (55%)	25 (36%)	5 (7%)	1 (1%)
Feel connected to other adults in my school	16 (24%)	42 (62%)	8 (12%)	2 (3%)
Feel a sense of belonging at school	13 (19%)	37 (54%)	16 (24%)	2 (3%)
Feel valued at school	12 (17%)	30 (43%)	17 (24%)	11 (16%)
Have someone to turn to at school if I have questions or concerns	25 (36%)	33 (47%)	6 (9%)	6 (9%)

Personal coping

Coping was measured using the **Brief Resilient Coping Scale**², a 4-question measure of the degree to which people cope with stress adaptively. The scale focuses on the tendency to effectively use coping strategies in flexible, committed ways to actively solve problems despite stressful circumstances. Scores can range from 4-20, with higher scores reflecting a higher level of adaptive coping.

Overall level of resilient coping (N=70)	
Low	18 (26%)
Medium 	36 (51%)
High 	16 (23%)

74%

of district employees reported “medium” or “high” levels of resilient coping.

Resilient coping scores ranged from 8-20.

Personal actions taken to manage work-related stress



Employees were asked to identify personal actions that they have taken that have helped them the most in managing work-related stress. Twenty-eight people provided responses to this question. While staff described a wide array of actions that they have used to manage stress, comments fell into four primary categories.

1. Many employees said they found it helpful to **talk to others** about the situation, including colleagues, friends, family members, and therapists.
2. They emphasized the importance of **taking care of themselves physically**, such as through exercise, a healthy diet, or sleep.
3. Some took steps to **manage their workload**, by limiting job roles and leaving work at work.
4. Staff engaged in other forms of **self-care**, such as relaxation and stress management practices.

"Addressing issues with administrator, though there have not been any resolutions and the issues continue."

"I am eliminating projects that are not part of my job description and are not required by school policy."

"I turn to work colleagues for advice or just an ear to listen."

"I talk things through with my spouse after work."

"I take time for myself to work on stress relief and balance."

"Exercise, laugh, and relax."

Training and education

Employees were asked a series of questions related to their organization's training and education offerings. These questions were extracted from the "**Organizational Self-Care Checklist**",³ designed to "provide organizations with ideas and examples of what it means to promote a culture of self-care."



Many employees “agreed” or “strongly agreed” that training is provided related to their current job duties, including opportunities to attend refresher trainings and trainings on new topics related to their role and training related to their job tasks. They were less likely to “agree” or “strongly agree” that they received training to help advance their role, however.

On the other hand, few employees “agreed” or “strongly agreed” that they received training related to stress management. Most employees disagreed that they received training about stress and its impact on well-being; education on the signs of burnout, compassion fatigue, and/or vicarious trauma; and stress management.

Percentage of staff “strongly agreeing” or “agreeing”



Complete ratings related to training and education

(N=71)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
My school provides education to all employees about stress and its impact on health and well-being	0 (0%)	9 (13%)	28 (39%)	23 (32%)	11 (16%)
My school provides all employees with education on the signs of burnout, compassion fatigue, and/or vicarious trauma	0 (0%)	7 (10%)	28 (39%)	26 (37%)	10 (14%)
My school provides all employees with stress management trainings	0 (0%)	8 (12%)	29 (42%)	25 (36%)	7 (10%)
My school provides all employees with training related to their job tasks	6 (9%)	33 (46%)	20 (28%)	9 (13%)	3 (4%)
Staff are given opportunities to attend refresher trainings and trainings on new topics related to their role	8 (11%)	34 (48%)	18 (25%)	8 (11%)	3 (4%)
Staff coverage is in place to support training	4 (6%)	19 (27%)	17 (24%)	23 (33%)	7 (10%)
My school provides education on the training required to advance in my role	2 (3%)	19 (27%)	24 (34%)	20 (29%)	5 (7%)

Recommended topics for professional development



Thirty-five employees provided suggestions on professional development topics that they would like to learn more about. While a wide variety of training topics were recommended, several themes emerged from the responses. Most often, staff requested training on topics related to **stress management and burnout**, including skills such as yoga or meditation or resources to support physical or mental health. Some staff focused on training to help them **better support students or manage student behavior**.

Six employees noted that instead of professional development, they would prefer that the school directly address the underlying sources of staff stress, or allow staff to use that time to complete other work tasks.

"Balance, solutions for teachers who are burnt out and ways to work smarter not harder."

"Creative ways to decrease stress levels in school and how we can create a place of well-being as a team."

"I don't need more professional development. What I need is more time to do the work that is given to me to do."

"Stress and its impact on health and well-being. Ways to cope."

"Children's behavioral training. Real situations specific to our individual needs for our school."

"How to support students affected by ACEs."

"Managing classroom behaviors by students living with undue stress."

"Learning where to go for support and for help solving issues would be extremely helpful."

Support and supervision

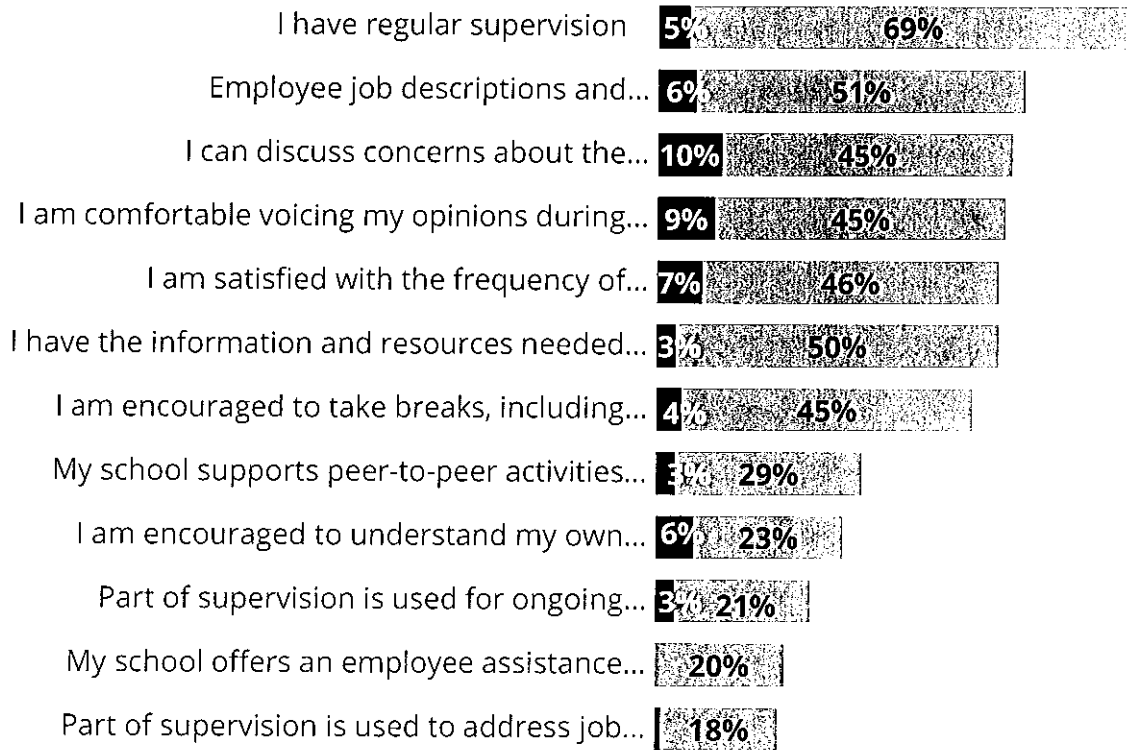
Other questions from the "**Organizational Self-Care Checklist**" addressed organization's practices around support and supervision.

For some items, at least half of all employees "agreed" or "strongly agreed" that supports were in place at their school. Employees were most likely to agree that they receive regular supervision.

However, most "disagreed" or "strongly disagreed" with four items. Two items related to how supervision is used to help employees manage stress (supervision is used for ongoing assessment of workload and to address job stress and self-care). They also tended to disagree that they are encouraged to understand their stress reactions and manage their self-care and that the school supports peer-to-peer activities.

Some employees were not sure about the presence of some supports. They were especially likely to say that they did not know if the school offered an employee assistance program and/or wellness incentive (37%) and peer-to-peer activities (19%).

Percentage of staff “strongly agreeing” or “agreeing”



■ Strongly agree □ Agree



Complete ratings related to support and supervision

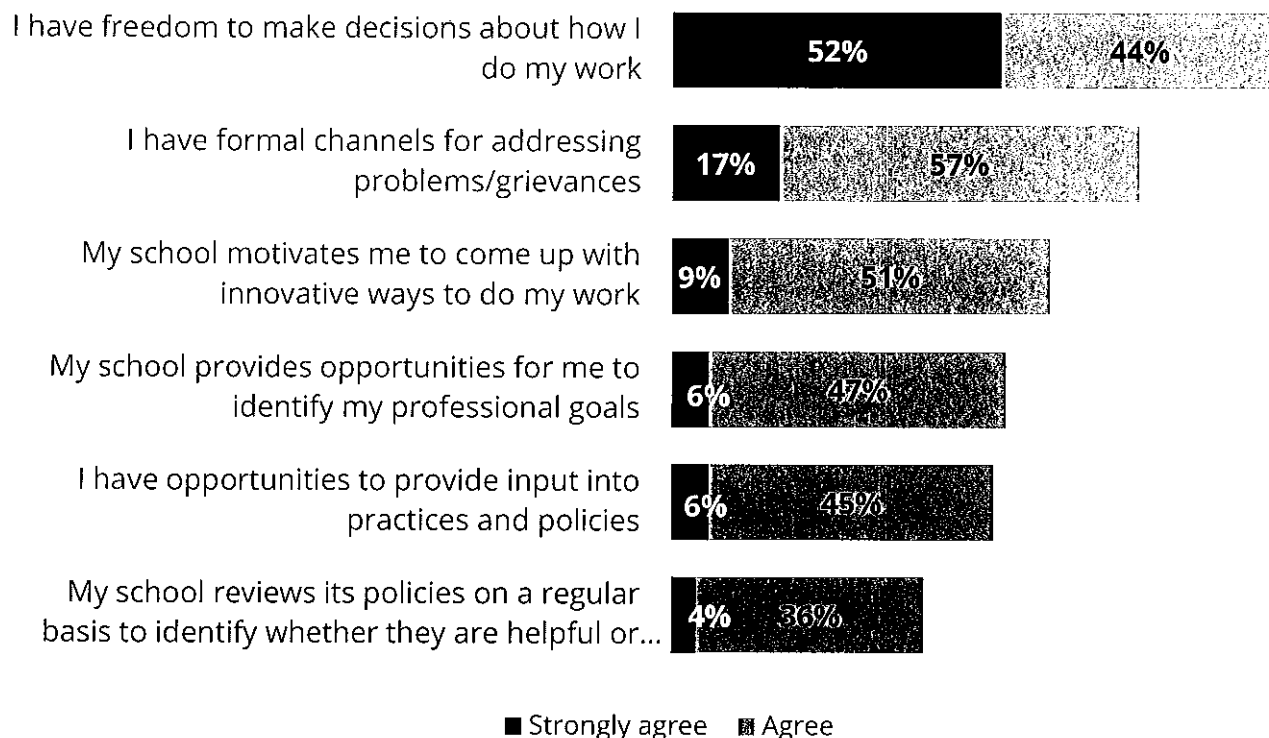
(N=67-69)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
My school offers an employee assistance program (EAP) and/or wellness incentives	0 (0%)	14 (20%)	19 (27%)	11 (16%)	26 (37%)
Employee job descriptions and responsibilities are clearly defined	4 (6%)	35 (51%)	18 (26%)	9 (13%)	3 (4%)
I have regular supervision	3 (5%)	46 (69%)	14 (21%)	3 (5%)	1 (1%)
Part of supervision is used to address job stress and self-care strategies	1 (1%)	12 (18%)	29 (43%)	19 (28%)	7 (10%)
Part of supervision is used for ongoing assessment of workload and time needed to complete tasks	2 (3%)	14 (21%)	29 (43%)	18 (26%)	5 (7%)
I am encouraged to understand my own stress reactions and take appropriate steps to develop my own self-care plans	4 (6%)	16 (23%)	27 (39%)	12 (17%)	10 (15%)
I can discuss concerns about the organization with administrators without negative consequences (e.g., being treated differently, feeling like my job is in jeopardy, or having it impact my role on the team)	7 (10%)	31 (45%)	15 (22%)	7 (10%)	9 (13%)
I am encouraged to take breaks, including lunch and vacation time	3 (4%)	31 (45%)	22 (32%)	10 (15%)	3 (4%)
My school supports peer-to-peer activities such as support groups and mentoring	2 (3%)	20 (29%)	22 (31%)	13 (19%)	13 (19%)
I am satisfied with the frequency of communication from our district administrative team	5 (7%)	32 (46%)	18 (26%)	9 (13%)	6 (9%)
I am comfortable voicing my opinions during team or staff meetings	6 (9%)	31 (45%)	21 (30%)	7 (10%)	4 (6%)
I have the information and resources needed to do my work	2 (3%)	35 (50%)	24 (34%)	6 (9%)	3 (4%)

Control and input

Employees were asked a series of questions related to their organization's practices around control and input. These questions were extracted from the "Organizational Self-Care Checklist".

Most employees "agreed" or "strongly agreed" with many items related to control and input. Ratings were especially positive to items assessing their freedom to make decisions about how they work and having formal channels for addressing problems/grievances. They were least likely to agree that their school reviews policies on a regular basis to assess impact on staff well-being.

Percentage of staff "strongly agreeing" or "agreeing"



Complete ratings related to control and input

(N=70)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I have the opportunities to provide input into practices and policies.	4 (6%)	31 (45%)	18 (26%)	9 (13%)	7 (10%)
My school reviews its policies on a regular basis to identify whether they are helpful or harmful to the health and well-being of its employees	3 (4%)	25 (36%)	17 (24%)	6 (9%)	19 (27%)
My school provides opportunities for me to identify my professional goals	4 (6%)	32 (47%)	18 (27%)	6 (9%)	8 (12%)
I have formal channels for addressing problems/grievances	12 (17%)	39 (57%)	13 (19%)	4 (6%)	1 (1%)
I have freedom to make decisions about how I do my work	13 (52%)	11 (44%)	1 (4%)	0 (0%)	0 (0%)
My school motivates me to come up with innovative ways to do my work	6 (9%)	36 (51%)	20 (29%)	4 (6%)	4 (6%)



Communication

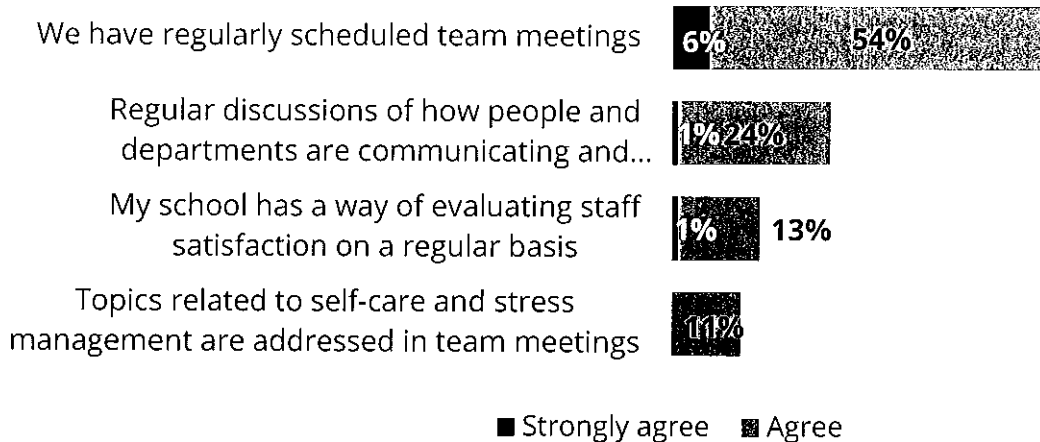
Employees were asked a series of questions related to their organization's practices around communication. These questions were extracted from the "Organizational Self-Care Checklist".

Employees provided mixed ratings of items related to communication. Most "agreed" (54%) or 'strongly agreed" (6%) that their school has regularly scheduled team meetings.

However, most "disagreed" or "disagreed strongly" that there are regular discussions related to communication, the school has a way of evaluating staff satisfaction, and topics related to self-care and stress are addressed in team meetings.



Percentage of staff "strongly agreeing" or "agreeing"



Complete ratings related to communication

(N=69)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
We have regularly scheduled team meetings	4 (6%)	37 (54%)	12 (17%)	14 (20%)	2 (3%)
Topics related to self-care and stress management are addressed in team meetings	0 (0%)	8 (11%)	35 (50%)	20 (29%)	7 (10%)
Regular discussions of how people and departments are communicating and relaying information are addressed in team meetings	1 (1%)	17 (24%)	30 (43%)	15 (21%)	7 (10%)
My school has a way of evaluating staff satisfaction on a regular basis	1 (1%)	9 (13%)	26 (37%)	21 (30%)	13 (19%)



Work environment

Employees were asked a series of questions related to their organization’s work environment. These questions were extracted from the “**Organizational Self-Care Checklist**”.

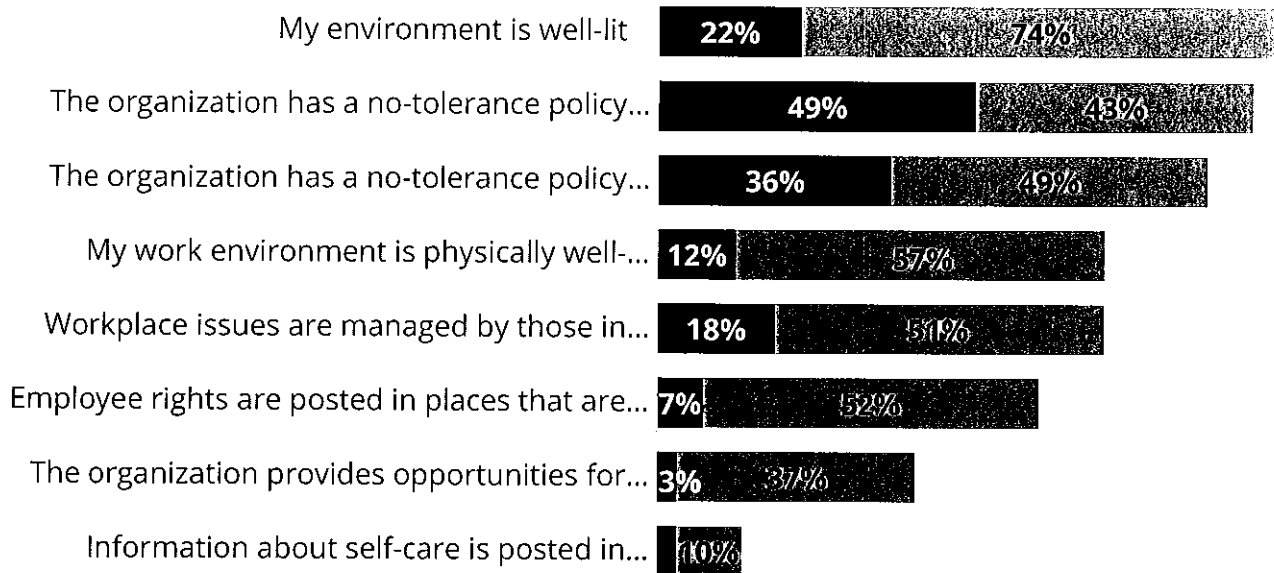


Employees provided positive ratings to many items related to their work environment, with most all “agreeing” or ‘strongly agreeing” that their environment is **well-lit**, and that the school has **no-tolerance policies related to bullying and sexual harassment**.

They were less likely to agree that **information is posted about employee rights and especially about employee self-care**. Some employees did not know if information about self-care (18%) and employee rights (25%) was posted.

About half of the employees (49%) also “disagreed” or “strongly disagreed” that the **organization provides opportunities for community-building** among employees.

Percentage of staff “strongly agreeing” or “agreeing”



■ Strongly agree ■ Agree

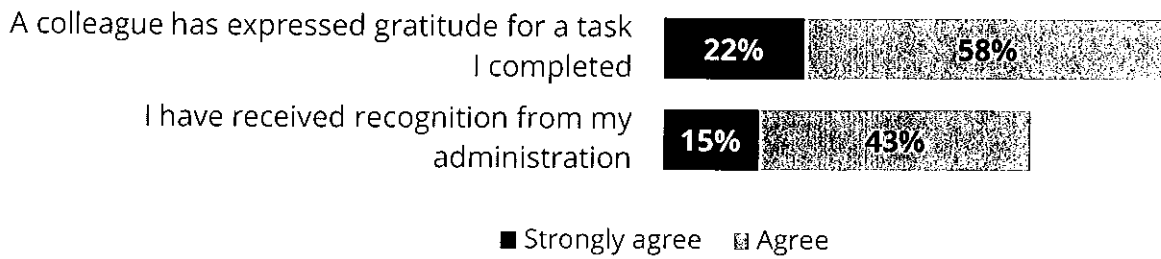
Complete ratings related to work environment

(N=69)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
My environment is well-lit	15 (22%)	51 (74%)	2 (3%)	1 (1%)	0 (0%)
My work environment is physically well-maintained (e.g., clean, secure, etc.)	8 (12%)	39 (57%)	12 (18%)	7 (10%)	2 (3%)
Information about self-care is posted in places that are visible	2 (3%)	7 (10%)	32 (47%)	15 (22%)	12 (18%)
Employee rights are posted in places that are visible	5 (7%)	36 (52%)	8 (12%)	3 (4%)	17 (25%)
The organization provides opportunities for community building among employees	2 (3%)	25 (37%)	23 (34%)	10 (15%)	8 (12%)
The organization has a no-tolerance policy concerning sexual harassment	33 (49%)	29 (43%)	1 (1%)	1 (1%)	4 (6%)
The organization has a no-tolerance policy concerning bullying	24 (36%)	33 (49%)	4 (6%)	3 (4%)	4 (6%)
Workplace issues, including grievance issues and interpersonal difficulties, are managed by those in the appropriate role and remain confidential	12 (18%)	34 (51%)	6 (9%)	7 (10%)	8 (12%)

Recognition

Seventy percent of employees “agreed” or “strongly agreed” that a **colleague expressed gratitude for a task they completed** in the past month. Fewer (58%) said that they had **received recognition from their administration**.

Percentage of staff “strongly agreeing” or “agreeing”



Complete ratings related to recognition

(N=67-69)	Strongly agree	Agree	Disagree	Strongly disagree
I have received recognition from my administration	10 (15%)	29 (43%)	23 (34%)	5 (8%)
A colleague has expressed gratitude for a task I completed	15 (22%)	40 (58%)	9 (13%)	5 (7%)



Preferred forms of recognition



Employees were asked what sort of recognition would make them feel most valued. Thirty-four staff provided responses.

The most frequent response was that a **simple expression of appreciation was their desired form of recognition**. Staff described verbal or written acknowledgments of efforts as being meaningful. Some specifically requested that recognition be offered privately, while others preferred more public recognition.

Other staff offered a variety of other recommendations for recognition, such as financial bonuses, food, or gifts. Some preferred recognition more directly tied to their work roles, such as performance feedback, planning time, and support in addressing workplace concerns.

“Time to work on planning, grading, prepping materials, and not adding tasks to our plates constantly.”

“A letter of appreciation every now and then.”

“An out of the blue email, public comment, or face-to-face thank you. A medal, crown, or certificate. Social media post.”

“Quiet, personal meeting, one-on-one. I don’t like large group recognition.”

“Specific positive feedback on something I’ve done.”

“To be told that I am doing my job and excelling at it, or offer constructive criticism.”

Desired staff appreciation events



Staff were also asked what kind of activities they would like to have at a staff appreciation event. Thirty-five staff provided responses. The most common suggestions included: food (N=12), time for socializing or community-building (N=8), and games (N=5).

A variety of other suggestions were also offered, such as arts/crafts, entertainment, staff recognition, gifts, entertainment, massages, and community events/group outings. Some staff commented on the general importance of staff appreciation events, without offering specific recommendations.

"A meal, cocktails, dancing, and time to just visit and get to know one another."

"Fun and relaxing activities that communicate value for everyone. No additional pressure to perform. Non-competitive."

"A day at the movies or bowling or something else that gets us together (rather than sitting around) and is focused on staff and/or families."

"Food, games, live music!"

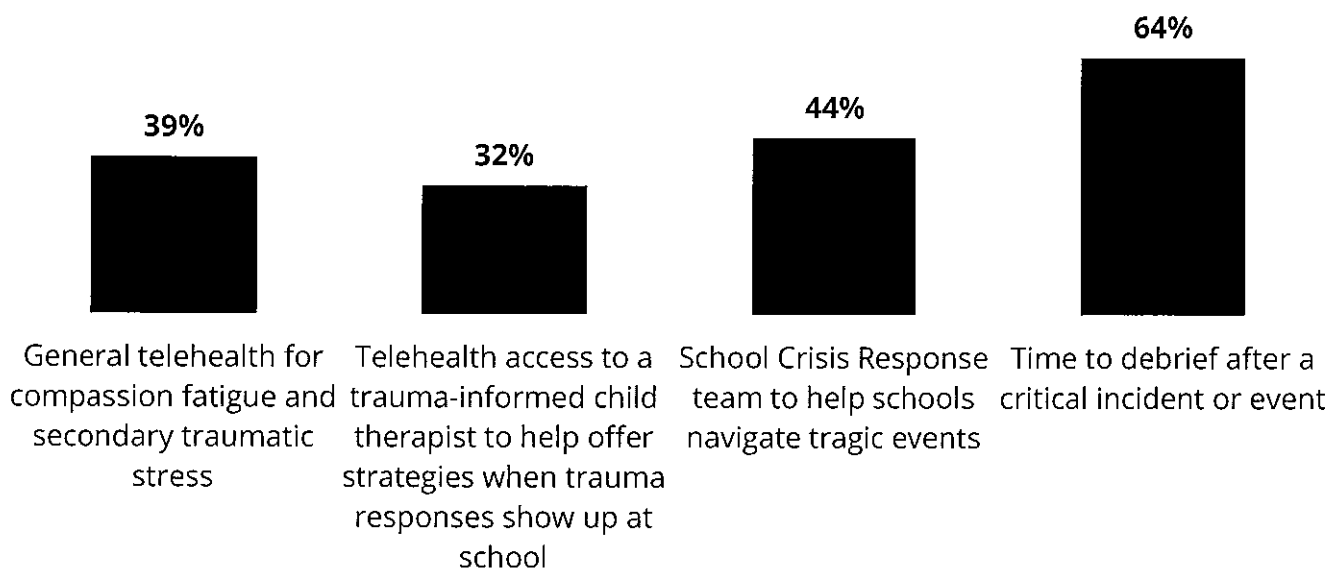
"Ice cream, team building games, creating vision boards, photo booth with props."

"Massages. A good warm meal (not pizza). Time to talk/visit."

Requested supports

Employees were asked whether they would use several different supports if they were made available by their school. They expressed the most interest in having **time to debrief after a critical incident or event** (64%). Fewer (32% - 44%) said that they would use general telehealth for compassion fatigue and secondary traumatic stress, telehealth access to a trauma-informed child therapist, or a school crisis response team.

Percentage of staff who said that they would use supports if available



Overall suggestions

Helpful supports that have been provided



Employees were asked what their school or district has done that has been most helpful in managing work-related stress. Thirty-one staff answered this question. The most frequent response was that the school **had not done anything** to help manage work-stress (N=22) or that staff did not know what had been done (N=3).

A few staff offered other responses, saying that the school offered staff autonomy/flexibility, shared mental health resources, provided food, or listened to staff concerns.

"Administration is mostly supportive of teachers' decisions in classrooms."

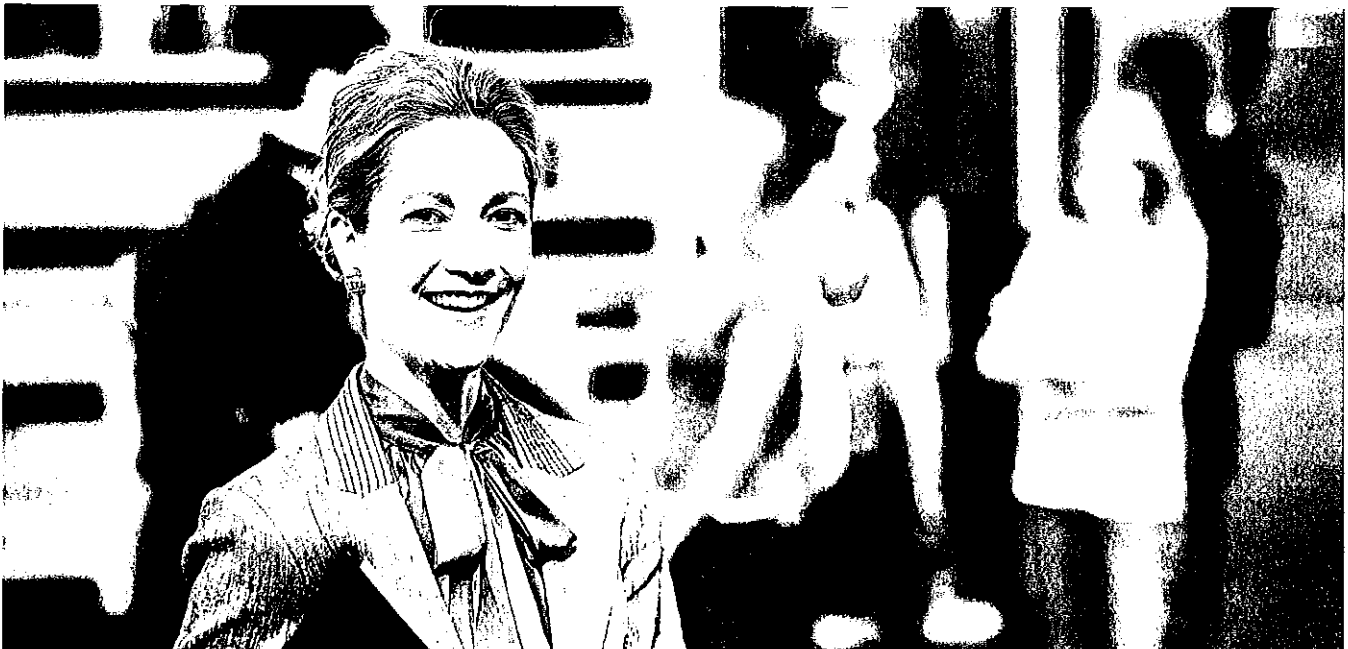
"I honestly don't think anything worthwhile. Lots of talk to help, but no action."

"I don't feel I have received much in the way of work-related help or support for stress."

"When we say we are stressed, our directors/supervisors just laugh and say 'join the crowd'."

"Our leadership supports us and is always there to listen and give wisdom and advice."

"The joys of self-led creation with class material allows for freedom of autonomy. This joy brings positive stress rather than debilitating stress."



Recommended services and supports



Finally, employees were asked what additional services or supports would help them manage work-related stress. Thirty-six staff answered this question. The most frequent responses were that it would be helpful to have **increased planning time** (N=6), **address staffing shortages** (N=5), and provide more **opportunities for staff check-ins and/or staff meetings** (N=4). Other staff requested that the school or district:

- Provide staff recognition/appreciation
- Provide opportunities for breaks throughout the school day
- Encourage or support staff PTO
- Support staff in implementing initiatives
- Implement conflict resolution/restorative justice approaches
- Improve communication
- Listen to staff concerns and provide administrative support
- Offer an Employee Assistance Plan and/or wellness incentives
- Offer massages
- Provide opportunities for staff collaboration and peer support
- Promote a positive school culture
- Share resources to support staff mental health and self-care

"[We need] check-ins, and the realization that we are barely keeping our heads above water."

"Discounts for wellness programs, be it massage therapy, therapy, working out, sauna, relaxation, recreation."

"[I would like to be] given time to collaborate with team members, and to receive help communicating with parents."

"Better communication with all staff."

"Knowing that I can take a day off and not have to feel guilty, because there are no subs."

"Help solving some of the issues and/or a neutral party hearing them and how I am receiving and perceiving them."

"Just an acknowledgment that I matter would help make these stressful days worth it."

"We need more employees to help with the overload of students."

Developing a staff wellness plan

NOTE: Many of the tips and examples provided in this section were extracted or borrowed from a school wellness guide produced in 2018 by the National Association of Chronic Disease Directors.⁴

As you review the staff survey results, consider the following questions:

- What are the primary causes of stress for school employees? What would it take to reduce the root causes of stress?
- What feels most urgent to address?
- Was anything surprising in the results?
- What is currently going well in supporting staff wellness? What strengths could you build on in developing future plans?
- What ideas emerge as recommendations for improving staff well-being? Consider opportunities to improve:



Individual or personal well-being

A state of feeling satisfied, fulfilled, and having a sense of meaning or purpose



Collective well-being

The well-being of a group or community, often resulting out of the actions taken by individuals



Organizational well-being

Organizational culture or climate designed to prevent stress and promote the physical, psychological, and social health of all employees

Selecting strategies

Sample strategies to promote staff well-being

Type of strategy	Examples
<p>Activities or events individual or group classes, challenges, gatherings, or events</p>	<ul style="list-style-type: none"> • Offer onsite support groups • Institute gratitude program • Offer 10-minute chair massages • Hold social events (e.g., potluck lunches) • Offer fitness, mindfulness, meditation, stress management, yoga, or mental health classes • Foster intentional mentorship for staff • Embed engagement activities and opportunities for teacher- to-teacher connection into staff meetings

Type of strategy	Examples
<p>Benefit designs insurance coverage, flex time, incentives and reimbursements, employee assistance programs, and other benefits</p>	<ul style="list-style-type: none"> • Offer onsite depression or anxiety screenings • Provide full insurance coverage for preventive care and mental health support • Offer subsidized fitness memberships • Offer an employee assistance program with access to resources, referrals, and counseling • Offer telephone or telemedicine counseling • Provide coverage for mental health services
<p>Healthy school environment infrastructure, policies, practices, and norms that support healthy behaviors</p>	<ul style="list-style-type: none"> • Ensure proper lighting • Provide staff access to exercise equipment • Build in healthy activity breaks during the school day • Increase staffing levels • Restrict email use outside of work hours • Implement policies and culture that support work-life balance • Develop partnerships to address urgent student needs to reduce stress on school staff • Designate teacher well-being spot, such as a break room that has activities to de-stress and relax • Provide space for relaxation or meditation breaks • Provide passes that allow teachers to call for someone to cover their class for 15 minutes if they need a break • Incorporate mindfulness meditation breaks for staff and students during the school day • Include employees in decision-making about workplace issues • Recognize staff contributions and achievements • Increase natural light in workspaces
<p>Information and awareness awareness campaigns and provision of resources and educational materials</p>	<ul style="list-style-type: none"> • Provide professional development on social-emotional skills, trauma-informed approaches, and resiliency • Provide professional development on recognizing and supporting employees in mental distress • Provide stress management and mental health resources and information

Factors to consider in establishing priorities

- **Potential impact:** Which offerings will have the greatest impact on employee well-being? Which would have additional benefits, such as a positive impact on student health?
- **Available resources:** Which offerings does the district or school have the resources (time, space, funding, expertise, etc.) to implement? Which would be the most cost-effective and/or leverage other resources?
- **Employee needs and interests:** Which offerings align with employee interests and scheduling needs? Which can meet the needs of diverse groups of employees?
- **Ease of implementation:** How difficult is each offering to implement? What policies, programs, or benefits are already in place that would affect implementation?

Sample wellness plan template

GOAL 1: Offerings: Objectives:		Outcome measures: Process measures:	
Action steps	Person(s) responsible	Deadline	Resources needed

General tips and recommendations

- **Prioritize no more than three topics in a given year** to help keep the workload manageable, maintain momentum, and avoid spreading resources too thin.
- **Establish goals** that describe in positive terms the changes you hope to see in employee wellness
- **Link to district goals or accountability measures** if possible, to increase support for the initiative by showing how the initiative will advance the district's priorities
- **Select several different types of strategies** to provide multiple ways for employees to engage with the initiative
- **Balance short-term and longer-time initiatives**, allowing you to achieve some "early wins" and demonstrate commitment, while working towards more systemic long-term changes
- **Engage district and school leadership**, to build support for the initiative, ensure resources are allocated to support the plan, and facilitating longer-term changes
- **Maintain frequent communication** about the initiative to keep staff engaged
- **Demonstrate leadership support** by participating actively in the selected strategies
- **Reduce barriers to participation** by including activities during paid work time, avoiding disruptions to planning or preparation time, and ensuring staff have coverage to participate
- **Make it fun** by offering engaging programs and providing opportunities to socialize

References

1. Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 386-396.
2. Ruiz-Robledillo, N., De Andrés-García, S., Pérez-Blasco, J., González-Bono, E., & Moya-Albiol, L. (2014). Highly resilient coping entails better perceived health, high social support and low morning cortisol levels in parents of children with autism spectrum disorder. *Research in Developmental Disabilities*, 35(3), 686-695.
3. Volk, K.T., Guarino, K., Grandin, M.E., & Clervil, R. (2008). *What About You?: A Workbook for Those Who Work with Others*. The National Center on Family Homelessness.
4. National Association of Chronic Disease Directors (2018). *Healthy School, Healthy Staff, Healthy Students: A guide to improving school employee wellness*.

2022-2023 Enrollment

Grade	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
VPK	13	13	13	13	14	14			
KG	47	47	47	48	47	45			
1st	48	46	46	48	46	44			
2nd	48	48	49	47	49	50			
3rd	44	43	42	44	41	41			
4th	52	52	52	51	52	52			
5th	39	39	38	39	38	38			
6th	46	46	46	46	47	46			
7th	46	45	45	46	45	46			
8th	76	75	75	76	74	74			
9th	60	59	58	60	57	55			
10th	57	58	58	57	58	53			
11th	52	53	53	52	52	52			
12th	43	41	40	43	40	40			

Total	671	665	662	670	660	650			